SAFETY

MARCH 1960

Two Sections • Section One

Education

A MAGAZINE FOR TEACHERS AND ADMINISTRATORS

Models for Mimics

He may do as you say—but you can be certain he'll do as you do.

Puppet-like, children imitate and mimic their teacher and she ought to feel highly complimented. They're unconsciously saying, "Look teacher, I'm doing what you do—I want to be like you." She also ought to be quite concerned.

The reasons why children select certain models for identification are many. Proximity, adult leadership and likeness to self are apparent factors for the primary age child. If there's a good teacher-child relationship, these are reasons enough for the child's identifying with her. So the teacher must be constantly alert to make her actions and attitudes those she wishes her children to acquire.

Because this unconscious learning is often the most profound, it is also the most precarious. Testing limitations prevent our knowing exactly what the child has acquired in this manner. He can pick up correct, beneficial knowledge, but he can also learn wrong, harmful things.

In educating for safety, no doubts should exist. The stakes are too great. This learning through identification must be of the highest caliber, embodying the best procedures, the best conduct and the best attitudes for safe living. With teachers' being the mirror and models for young minds, theirs is a responsibility with a capital R.

They must never drop their guard—a child is always watching, listening and learning. Although a teacher could easily swing a tiny first grade chair into place by picking it up with one finger, she ought to lift it correctly with two hands on the back. Many children will mimic her, and may prevent a fall by having better control of a chair. She ought to hazard her hose by bending at the knees to pick up an object. Hopefully, her pupils will remember and save a possible strained back. If children see their teacher waiting at a red light, though no cars are in sight, they'll identify—and wait.

Teaching the unconscious is a big order. It's relatively easy to do—but the most difficult to undo.

nnm

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SAFETY Education

A MAGAZINE FOR TEACHERS AND ADMINISTRATORS

Volume XXXIX No. 7 Section One

Nancy Nupuf Margolis, *Editor*
Robert O. Jones, *Advertising Manager*

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By Frank Anthony and Carson F. Mertz

ART for SAFETY SAKE

Waive contests — omit lettering, authors say. Through pictorial expression, child will identify with a situation and better understand the hazards involved.

IN THIS world we are traveling faster and farther and our children are facing constantly increasing hazards. What experiences can our schools provide to have the children recognize hazardous situations which will lead to accident-free daily living?

A committee on "Safety Education for Public Schools" was formed at The Pennsylvania State University to explore the possibility of developing a safety education program. As a result *Safety Through Art* was the brochure published in cooperation with the department of Public Instruction of Harrisburg. This booklet is intended as a guide for elementary teachers in their classroom safety program.

"We're building a treehouse this weekend," Bruce Anthony tells his teacher. "I'll draw it—with strong branches."

Safety Through Art is designed to help the students to recognize hazards by identifying themselves with actual situations through creative pictorial expression. Through class discussion they are guided in doing something about them. This is safety consciousness!

Let's visit State College elementary school where Cheryl Miller is interviewing Bruce Anthony. (See boy in picture.) He is reporting to his teacher that he and his gang are going to build a treehouse. She asks him, "What branch will you select to place your house? What will happen if the floor of the house is not firm?"

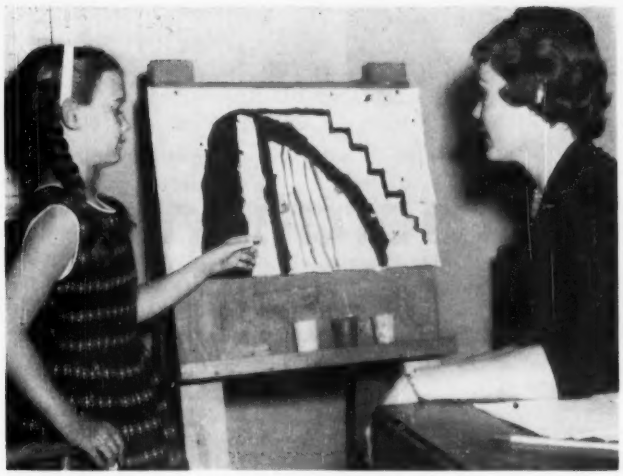
Bruce replied, "The branches must be big and the floor boards must be strong; otherwise we will fall to the ground."

"Draw it," remarked Mrs. Miller.

Thus Bruce was motivated to become involved in a situation of building a safe treehouse. The knowledge of the safety features in building a house were recalled and a cautious attitude was developed through this art experience.

Play and work activities which are peculiar to the age levels afford many areas of motivations for the teachers. Students can think of original stories involving possible hazards or of acci-

Frank Anthony, Agricultural Education, and Carson Mertz, Farm and Home Safety Education, The Pennsylvania State University, University Park, Pa.



"The well at home is deep and should be covered," child says. "So my friends won't fall in it when they play with me."

series correlation No. 7

dents they have had. And then they show this experience in their drawings.

After the pupil has drawn a situation in which a safety practice is involved, the learning experience is fortified when the pupil relates the experience to his teacher and his classmates.

The drawings and paintings are done in any medium the child chooses such as water color, poster paint, pastel or crayon. The students are also asked to write a short story about the situation and ways and means of preventing the accident are discussed by the pupil and other members of the class.

The committee discourages the use of lettering, slogans and words on the pictures the students draw. Members feel that lettering imposes another discipline upon the young mind, which could inhibit the expression of a safety idea. Printed words compete with the pictorial expression. A picture of an accident-potential situation in its complete environment offers the child more creative freedom to illustrate all the factors involved. It is not then, what the picture says about safety that should be stressed, but rather the experience which a student acquires through drawing and painting an accident which is the important item in creating a safety consciousness. In this way, the student becomes involved in the situation and thus becomes a part of the idea expressed.

Students are encouraged to identify as much as possible with the story they are relating in their drawing. All boys or girls under 18 years old are eligible to send their drawings to the office of Farm and Home Safety Education, Department of Public Instruction in Harrisburg.

The creative talents expressed in this manner are judged on the basis of expressiveness, originality and how well they are executed. They are judged in relationship to the respective grade levels of the participants. Those selected are put on exhibit and the student receives a certificate.

The committee on safety education feels that to develop safety consciousness is a continuous process and the use of art is a useful and effective way which can be employed by all teachers in the elementary and secondary schools.

The means used in motivating a child for this experience is most important. To insure independent thought and creative problem solving, teachers can appeal to the idea of saving a life or limb—the intrinsic value of safety education.

Many teachers insist upon a contest or money prizes for the winners thus not only creating a situation whereby only a few and only the best can win, but also one in which the student is apt to forget that his aim is safety and not money. How many minds are thwarted in this type of competitive atmosphere? Is it not important to stress that the reward is the saving of lives and not mere money?

Is it not advisable to create an atmosphere of equality of opportunity for all and thus enlist the cooperation of each and every student in class?

We in Pennsylvania are fortunate in that the Governor has personally given certificates to teachers and pupils who have contributed to the campaign of *Safety Through Art*●

The "arsonists" were firemen in research. Here are the findings of

Operation School Burning

RAGING fires were deliberately set in a Los Angeles high school. Each time they were put out, they were set again. The "arsonists" were firemen and fire officials and their "destruction" was research.

Since a three-story section of the Robert Louis Stevenson Junior High School was to be demolished, the Los Angeles Board of Education offered the building to the Los Angeles Fire Department for the purpose of conducting fire tests. Contact was made with the Educational Facilities Laboratories, established by the Ford Foundation, which agreed to contribute $25,000 to the project. In addition, the California office of the Fire Marshal and the National Fire Protection Association with about 40 other organizations participated in the tests.

These tests were to investigate methods of protecting multi-story, open-stairway school buildings, whether new or existing, to provide a safe environment for occupants under fire conditions.

The enclosure of stairways in buildings has long been a recognized means to protect the lives of occupants by minimizing fire and smoke spread. However, fire protection authorities are continually confronted with the problem of having doors blocked open at stairway openings. Also in school buildings many school administrators and others object to closed doors on stairway enclosures because they may interfere with the safe and free passage of students between

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Raymond Hill, fire marshal, City of Los Angeles, Calif., presented this paper before the International Symposium on Fire Research at the National Academy of Sciences.

On the spot photos of school fire tests shot for the Los Angeles fire department during the months of research.

Destined for destruction, part of the Robert Louis Stevenson Junior High School was offered for testing school fire safety conditions.

classes. These facts established the ultimate purpose and scope of the fire tests.

The tests included studies of the effectiveness of curtain boards (draft or fire curtains) at stairway openings and in corridors, roof vents over stairways, and complete and partial automatic sprinkler protection, individually and in combination. Data were also tabulated on the operation of automatic fire and smoke detection equipment, fusible links and automatic door closers.

Fires were built at the bottom of one of the open stairways, in classrooms and in corridors. Conditions, including temperature, pressure and smoke density, existing in the building during the tests were recorded by observers, from test equipment and by instruments.

The Test Building

Tests were varied to simulate conditions that could exist in an operating school in winter months, summer months, and when occupants are notified of fire in the building. The test fires, while believed to be representative of the type of fire which might occur in a school, involved ordinary combustible materials and were planned and built to produce conditions most desirable for these tests.

The school, built in 1925, had brick exterior walls, corridors with floors of reinforced concrete and walls of plastered hollow clay tile. Rooms had double wood floors on wood joists with metal lath and plaster ceilings; partitions between rooms were of metal lath and plaster on wood studs; and stairways were of reinforced concrete with stairway walls of brick or plastered hollow clay tile.

The portion of the building used for the tests, then, was equivalent to a school building 65 ft. by 90 ft., three stories, with a partial basement, two open stairways, and an exterior metal stairway. Temperatures were recorded at 23 places throughout the building including measurements 5 ft. above the various floors to simulate the average head height of school children. Six firemen observers, two on each floor, were used (as long as the floors were tenable) to make subjective recordings of their reactions during the course of the fire.

All test fires were in wood pallets, each roughly 4 feet by 5 feet, constructed of well-seasoned boards nailed to 2-inch by 4-inch wood, generally with space between the boards. The majority of the fires involved 1,400 pounds of pallets.

This type of test fire was selected because it resulted in a moderately fast developing fire. It involved a fire load of about one-third of what might be expected in an average classroom of a school; however, the fire load in a classroom would be spread over a much larger

Fires were built at the bottom of this typical stairwell construction to test effects and gather data on open stairs.

Typical pallet arrangement for test fire at base of stairs produced moderately fast fire, realistic smoke conditions.

area than the test fire used. The test fire also produced realistic quantities of smoke typical of the amount generated from fires in ordinary combustible materials.

Throughout this report reference is made to untenable smoke and temperature conditions. The basis on which these levels were determined are:

Untenability Due to Smoke—Untenable smoke conditions were based on two combined factors: (1) visibility and (2) the irritant effects of the products of combustion. Visibility was determined by placing an illuminated placard 5 feet from the floor and bearing a 12-inch letter, 45 feet down the hallway from an observer. When the letter was no longer visible to the observer, the time was recorded as the point of untenable smoke conditions.

The judgment of firemen observers and others (nonfire department personnel) determined when the products of combustion were so irritating that students and teachers could not withstand the conditions during the time necessary to evacuate the multi-storied building.

Untenability Due to Temperature—A maximum tenable temperature of 150 degrees Fahrenheit was established to interpret the results of these tests. A human can stand temperatures considerably above 150 degrees Fahrenheit for very short periods of time in a relatively dry atmosphere. But it was felt that school children and teachers would not be likely to enter a corridor from a cool room when the temperature at the 5-foot level in the corridor was more than 150 degrees Fahrenheit.

Evacuation Time—It has been estimated that an average 3-story school building with adequate exits can be evacuated in 2 to 3 minutes under practiced fire drill procedures. This estimated evacuation time is used throughout this report when reference is made to this subject.

Summary of Results

The results which follow summarize findings based on the test results within the limitations previously stated. The test results indicate that most of the methods of protection tested did not provide satisfactory safeguards against smoke and heat conditions.

1. With the test fires used in these tests and no fuel added to the fire due to the construction of the building, smoke (specifically as it pertains to visibility and irritant effects) was the principal life hazard. Untenable smoke conditions preceded untenable temperature conditions in nearly every test.

Typical smoke curtain wall installed in the center corridor of the first floor to test its effects on smoke and heat.

Comment

This might be expected with smoldering fires; however, this was true even with free-burning fires. In the base series of fires (no protective features), untenable smoke conditions were reached in 2 to 7 minutes on at least one entire floor above the fire. This series included fires at the bottom of a stairway as well as fires in rooms. Conditions within the building were varied by having the doors, windows and transoms in both the open and closed positions.

2. Natural draft vents of the sizes tested in this investigation and installed and opened as described in each test did not keep corridors and stairways tenable for exit use.

Comment

In this series of fires untenable smoke conditions were reached in 4 to 5 minutes from the start of the fire, on at least one entire floor above the fire. When vents were opened by means of fusible links, untenable smoke conditions were reached several minutes before the vents opened. Even when vents were opened before the test fires were started, untenable smoke conditions followed in some cases. Opening of vents increased draft on the fire resulting in an increase in the rate of heat and smoke development that made smoke in the corridors and stairways more dense until vent action started. The action of vents eventually cleared smoke from the building but, by this time, untenable temperatures had been reached on all floors.

The unsatisfactory results concerning the effectiveness of natural draft vents should not be considered as evidence of the unsuitableness of vents for all uses. Vents in industrial, warehouse and similar occupancies are a proven desirable feature to minimize fire damage and to facilitate fire fighting under certain conditions. However, the tests reported herein on natural draft vents were conducted to investigate the life safety possibilities through their use in the multi-story building used for test purposes.

3. The addition of curtain boards (draft or fire curtains) with roof vents did not significantly aid in decreasing smoke spread through the building and, in fact, had an adverse effect on the action of the vents in some tests.

Comment

Curtain boards, while not effective against smoke spread, did "bank" heat as would be expected. (The

Shows effects of fire on acoustical tile. After extinguishment of fire, great percentage of tile dropped to the floor.

latter has been the primary purpose of curtain boards in industrial fire protection applications.) Smoke "cutoff" is more important than heat "banking" where life safety is the objective.

4. Forced draft up to the capacity tested failed to produce any more satisfactory venting action.

5. A complete system of automatic sprinklers will maintain low temperatures throughout the building and will reduce build-up of smoke and irritating gases.

Comment

With a complete automatic sprinkler system, untenable smoke conditions were not reached in any corridors except two local areas closest to the test fire.

However, when the test fire was arranged so as to provide extensive shielding against sprinkler water distribution, untenable smoke conditions developed in the corridor of fire origin and those above. Under these conditions, the fire was held in check but not extinguished by the sprinklers. This points to the necessity of eliminating any arrangement in the building or its contents that could shield a fire from sprinkler discharge.

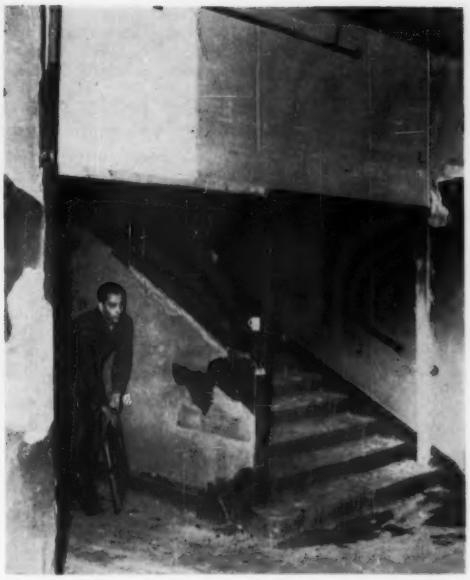
6. Partial automatic sprinklers (sprinklers installed in corridors and stairways but not over the test fire) did not prevent smoke spread throughout the building even when installed to provide a water curtain between the test fire and the corridors.

Comment

The purpose of placing sprinkler heads in exitways only in certain tests was to evaluate a type of installation that had been suggested as suitable to protect exitways so that occupants could escape safely.

Operating sprinklers in the building kept temperatures in the corridors at or below the tenable level (150 degrees Fahrenheit), but in many cases untenable smoke conditions existed in the building before sprinklers operated. Furthermore, in the cases when sprinklers opened, steam resulting from their operation drove observers from the immediate vicinity.

Water discharge from a sprinkler head is not designed to provide a smoke barrier but rather to distribute water over a specific area at a rate capable of absorbing heat in quantities sufficient to cool the



Curtain board installed in first floor stair opening helped "bank" heat but didn't significantly decrease smoke spread.

burning material below its kindling temperature. Sprinklers are usually installed to cover all areas and obstructions should be removed to facilitate good water distribution. These two conditions for satisfactory sprinkler performance were intentionally disregarded.

7. Roof vents and partial automatic sprinklers (sprinklers installed in corridors and stairways but not over the test fire) were not an effective combination.

Comment

Sprinkler action was similar to that in tests without vents. Natural draft vent action was slowed down considerably due to the low temperatures existing within the building resulting from the operation of sprinklers. Forced draft effectiveness with the water aspirator was similar to that in tests without sprinklers.

8. Combinations of roof vents, curtain boards (draft or fire curtains), and partial automatic sprinklers (sprinklers installed in corridors and stairways but not over the test fire) did not prove to be satisfactory.

Comment

Untenable smoke conditions existed in all corridors before sprinklers operated. Sprinkler cooling action tended to nullify the thermo-siphon effect of the roof vents in addition to producing steam. The curtain boards did not improve vent action.

9. Untenable smoke conditions existed in the building before the operation of fusible link actuated devices.

Comment

Untenable smoke conditions, and in many cases untenable heat conditions, existed within the building before the opening of vents actuated by fusible links.

turn page

This was true even with the free-burning test fires. Under the conditions of these tests, untenable smoke conditions existed before temperatures were reached at which fusible link actuated devices would operate.

10. Enclosed stairways will not provide protection against heat and smoke unless the doors are kept closed or are closed immediately after an outbreak of fire.

Comment

Tests employing temporary enclosure of stairs, except for the door opening, showed that if stairway doors are not closed when fire occurs or immediately thereafter, heat and smoke will make corridors and stairs untenable in about the same time as though they were not enclosed at all. Present-day fusibly operated door closing devices will not operate rapidly enough to close doors before corridors are untenable. Automatic closing devices activated by the ordinary heat responsive fire alarm system would not be fast enough to guard against spread of smoke.

11. Automatic heat detection devices detected the presence of fire at about the same time that untenable smoke conditions were reached within the building.

Comment

Prompt notification of fire was experienced when detection equipment was located directly over the test fire. Fire detection devices when spaced at the maximum distance recommended will operate in two minutes or less when subjected to the standard fire test conditions used by testing laboratories. Under the conditions of the tests discussed in this report, a fire signal in two minutes would not allow sufficient time for safe evacuation of the building.

12. Automatic smoke detection devices detected the presence of fire before untenable smoke conditions were reached, but not in sufficient time to allow complete evacuation of the test building.

Comment

It appears that automatic smoke detection devices, if directly over the test fire, would provide an early notification of fire and could allow reasonable time for evacuation of students. However, it is questionable if smoke detection devices would allow reasonable time for evacuation of occupants under all conditions.

13. Opening a hole to provide a vertical flue in the stairways did not significantly change any of the results.

Comment

This hole was opened in the stairways in order to provide a vertical flue in an attempt to overcome the circuitous route for smoke and heat. With the stairways open, smoke and heat circulated through the building somewhat faster but the effectiveness of roof vents, curtain boards and automatic sprinklers was not improved.

14. Cellulose fiber acoustical tile (classified Class C under U. S. federal specification SS-A-118b and commonly known as "slow-burning") resulted in very rapid fire spread when ignited. This constituted a distinct hazard in that it was the means by which fire could be readily transmitted throughout the building endangering all portions and persons therein. The rapid flame spread characteristic of the tile can be reduced with the application of a fire retardant paint (Underwriters' Laboratories, Inc., listed).

Comment

The cellulose fiber tile ignited at temperatures from 700 degrees to 800 degrees Fahrenheit and the flame progressed with a "wave-like" action for a few minutes, then suddenly developed a deep (3-foot to 5-foot) flame front that spread with such rapidity (5 to 10 feet per second) that observers fled their posts. In one demonstration fire the flame spread rapidly over the surface of the cellulose fiber acoustical tile even though the ceiling was broken into bays, 5 feet by 5 feet in size, separated by ceiling beams 2 feet in depth.

The speed at which untenable smoke conditions were reached in these tests emphasize the need for prompt notification of fire conditions and rapid evacuation of occupants from school buildings. A review of the time available for evacuation may prompt school administrators to re-evaluate their fire drill procedures.

Certain basic fundamentals and conclusions derived from these tests point to the need for re-evaluating some current provisions for life safety in existing codes and standards and for further tests to establish more information of a basic nature on which future recommendations on life safety from fire may be derived●

Metropolitan Research Award

ONE thousand dollars will be awarded for the research project judged to be the most significant contribution toward the reduction of accidental injuries and death.

Because the field of accident prevention cuts across all scientific areas and is so broad and vast in its scope, research may come from any of the various disciplines, i.e., biological, physical, or social, and can include interdisciplinary undertakings.

The award will be administered by the National Safety Council under a grant from the Metropolitan Life Insurance Co.

To recognize investigators now studying the causes of accidents, and to encourage further research, the 1960 award will be made for research completed within the three year period of 1957 to 1959.

Projects must be submitted before April 30, 1960 to John J. Flaherty, director, Research Division, National Safety Council.

Rules and information can be obtained by writing the above●

BULLETIN BOARD

Colleges report data

After experimenting a year with an accidental injury reporting form for colleges and universities, the committee on standard accident reporting of the NSC's Campus Safety Association got the Council's "go ahead" sign. The reporting form will be available to colleges and universities on the same basis as the Standard Student Accident Reporting and will encourage developing accident data in colleges.

Doctor on bench

The importance of good training, physical fitness, proper facilities, equipment and a qualified coach was consistently repeated in articles on medical aspects of sports in the November ***Journal of the American Medical Association.*** But each article stressed the urgent need for a doctor to be on the bench—not just attending—at all contests. They said coaches can't determine if a player can safely go back into the game—and urged physicians to volunteer their time.

Mikes aid school bus

Talking school buses have greatly contributed to child safety, according to Elgin, Ill., school bus drivers. Actually, they're being modest—it's the drivers speaking through loud speakers who have helped the students. With one speaker mounted outside the bus and two inside (front and rear), the driver is ready to handle any emergency—from quieting down children's uproars to warning them of dangers which might occur as they approach and leave the bus.

Teens drive en masse

They slashed costs of driver education in a Norfolk, Va., high school with multiple-car practice. After 36 periods of classroom instruction in the ninth grade, tenth grade teens joined the group instruction in an off-street driving area, equipped with an observation tower, PA system and one car for every three pupils. One teacher could handle 30 students (10 cars) in one period. Practicing basic skills for six weeks, teens mastered them at their own speed and then graduated to normal traffic.

Clips and quips

For drivers 65 years and older, Michigan State University Highway Traffic Safety Center is offering a course—to help older drivers maintain and improve their skills. ● A highly sensitive electronic device for unattended swimming pools could prevent tragedy by sending a remote alarm if something falls into the water. ● When a Pittsburgh teacher asked her class the meaning of UL on a label, a serious child responded: "You're lucky."

Check your calendar

Circle these dates in red—the 1960 National Safety Congress will meet in Chicago October 17 through 21.

WON'T YOU WRITE US THE NEWS IN YOUR SCHOOL?

By J. Scotty Wallace

We Threw Away the

In a Phoenix school district, tiny children trot to class unaided by safety patrols, adult guards or speed zones — so called protection without education. They walk and ride with the knowledge they've gleaned from safety walks.

This philosophy differs radically from that of others — educators who have always endorsed the patrol program as an excellent method of teaching pedestrian safety while risking no young lives. For about 35 years the National Safety Council has been interested in and has supported the program, now called the "Policies and Practices for School Safety Patrols." This Phoenix district disagrees — and we felt our readers would like to hear why.

TRY to imagine a scene like this in your neighborhood.

A group of first and second graders collect on a street corner. A car, moving toward them, is about four blocks away. Contrary to the usual pedestrian habits, they wait. There are no school safety patrols, adult crossing guards or slow school zone signs. The children are looking to the rear, the left and the right, constantly. The ones in the rear don't push forward or try to walk around those in front. They wait in line.

On one particular morning, we observed a group of 12 children wait five minutes before they walked across. Should the approaching car stop and wave the children across, they still look for other vehicles before proceeding. As the group passes in front of the stopped car, in a chorus they call out "Thank you."

Wouldn't that give you a wonderful lift to start the day with? Now shift your view to a group of bike riders coming down the block. They are in single file, along the curbline. As they go around a parked car, they extend the left arm and quickly glance at the driver's seat to make sure the driver, if any, is not ready to pull away from the curb. When they reach the corner, they alight on the curb side and become pedestrians as the group before them. They walk their bikes across the intersection. Where a wide enough shoulder is available, they have worn a path the length of it.

This activity can be seen daily in the Creighton School District in Phoenix, Ariz. The district is composed of seven elementary schools. After several years of trial and error type programs, the present training is accomplishing the above picture.

Throughout this country, groups have had many discussions regarding the merits of providing protection for their school children, such as guards and 15 mile an hour zones. One of the major problems for pedestrians in Phoenix residential areas is the large number of subdivisions being built without sidewalks. Water is brought to the Valley of the Sun by canals and delivered to property owners by open irrigation ditches which in many areas take up the shoulder of the road, forcing the pedestrian to walk on the paved portion of the street.

Much of the success of our program was achieved by the district administrators and their safety supervisor, U. Hale Gammill. Realizing there are probably as many ideas about what constitutes safe practices for children as there are adults working in a program, the administration appointed a safety supervisor and gave him jurisdiction. Once the training plan was established, it was not countermanded by any

J. Scotty Wallace is managing director, Maricopa Safety Council, Phoenix, Ariz.

"Crutches"

school administrator or board member without consultation and careful study with the safety supervisor and the parents' group.

Several years ago, Gammill asked himself and others the questions, "Are school patrols and adult crossing guards saving lives?" "Is protection without education really safety or is it just protection?" In considering a safety training plan for children, we are interested in results. Few are interested in only saving lives, only aiding children going to and from school, or only saving those at designated school crossings. We are interested in children's lives threatened by traffic hazards everywhere.

The Creighton School District plan for training is so simple, it is quite likely it will be criticized because of present day beliefs that any training must be highly technical.

The goals are to help train our children to accept a basic safety philosophy of thoughts and habits of looking, which can and will help them to save their *own* lives on any street, with their *own* eyes and feet, in any town at any hour of any day or night of their whole life. Although the school is conducting the training of the children on their own chosen neighborhood routes, they have an additional important factor for success. The parents of the children are actually participating in the training with the teachers. "Teaching begins in the home with a good example" is true in safety, too. We have found no substitute. However, to stimulate earlier results, our schools and PTA's work together, coordinate their thinking and efforts into one formal program.

As was stated, the method is simple and seems to be producing results. The children are taken on "safety walks" around the neighborhood by teachers and parents for about 30 minutes before and after school. The principal makes up a schedule of dates and times for each teacher with the parent group (PTA or safety committee) scheduling one or more parents to accompany their child's teacher on each trip. Each teacher is scheduled several times during the school year, to provide continuity and concurrent program. This program also recognizes the

On a bicycle "safety walk," students are taken by a teacher and a parent, who make on the spot corrections.

As learned during their "safety walk," youngsters travel the gravel off the road, single file and against traffic, while newsboys wheel their bikes single file across street.

greatest educational tool we adults have—setting a good example.

The "safety walks" program also includes bike rides around the neighborhood by teachers and parents with the children owning bikes.

When it was first brought to the attention of the child safety committee of the Maricopa Safety Council, members asked if other aids such as movies, posters, songs and making up safety rules were still used or were helpful. The answer was "Yes, but as a supporting measure to place values on actual training on the road. Many habit skills have been aided by memorization, audio-visual and other indirect teaching media, but the carpenter, cook or baseball player learn their trade by actual practice and use of their equipment."

There is a policing program but with no more emphasis than you would find in correcting mistakes in arithmetic, spelling or grammar. Coaches, shop teachers, with all other classroom teachers make "on the spot" corrections of the children, on the streets. But of still greater importance, the parents in the district are making corrections, also. It is not uncommon to see a mother standing on a street corner, watching and making notes of the action of the children going to and from school.

Another revelation to the skeptic is to watch the adults driving and walking in the area. One working mother can be observed walking with her small daughter to the bus stop near the school each morning, on the graveled shoulder. To make it more difficult, the mother is wearing open-toed shoes.

You receive the definite impression that the adults are doing their utmost to set a good example. Instead of telling their children what and how to conduct themselves on the streets, they are saying "Let's do this together."

The present program of the district is not expected to provide the cure-all for all children at all times, keeping them from being injured or killed. But it has been proven, by action of the present students, to have an educational advantage over previous methods of instruction.

The safety record of children going to and from school in Phoenix was excellent, as in other parts of the country. But were we providing them with proper education and training as pedestrians by just protecting them at certain periods of the day on a few crossings?

The Phoenix traffic accident record of the large numbers of school children injured or killed during their play time would indicate that we were not fully training them.

Boys and girls were struck down in their own residential areas, in the mid-block usually. Those who were hurt at crossings seem to feel that they had the right-of-way over the car, because their guard or school patrol had stopped traffic for them when going to or from school.

Since danger to our children is everywhere, during every hour of the day, any consideration of a safety program which merely "protects" him during a limited period of time on certain streets is, in fact, no safety program at all●

Los Angeles Sidewalk Survey

Communities are expanding rapidly throughout the country with new schools springing up where farms may have been in full production a year ago. One of many problems created is in pupil transportation.

Many school officials find that students in new schools must walk to classes through sections without sidewalks. City planning hasn't kept up with school construction and many children innocently hazard life and limb enroute to school. Parents fret and teachers worry while their youngsters toddle down rural highways.

Los Angeles faced this problem with a temporary answer. Through the cooperative efforts of the Los Angeles City School District officials and the PTA, a survey was sent to all school principals. The principals with the help of school safety chairmen were asked to check the territory surrounding their school to ascertain where sidewalks were needed.

Survey instructions specified that only the most urgent needs be considered at the moment. Routes traveled by the greatest number of students should be handled first. Principals were to check whether alternate routes with sidewalks could possibly be used.

A checkerboard map was sent to each school for officials to locate their school and plot out the surrounding areas with symbols representing crossing guard locations, signalized intersections, boulevard stops and yellow crosswalks. Needed sidewalks were charted with red lines and the approximate number of children using the route indicated. Broken lines showed partial sidewalks along routes.

Armed with an accurate understanding of the problem and its extent, committees and school people can take necessary steps to initiate prompt action by city officials.

safety education
data sheet no. 66 (Rev.)

Baby Sitting

The problem

1. Baby sitting—taking charge of a baby, a child or several children while parents are away for short periods—has become a definite part of our culture today. There are many mothers who now help support their families by working either full or part time outside the home. There are many current activities which take mothers away from their homes for short periods. And there is less full-time help in homes. As a result, babies and small children are spending a great deal of time with sitters. This makes baby sitting—and the safety of the children and the sitter—a subject of major concern to the community as well as to parents of both children and sitters.

2. With more and more teenagers finding baby sitting a profitable and interesting business, communities should recognize the need for interest and action. It might be well to establish courses in safe child care for young people who are likely to be interested in baby sitting as part-time work. Several communities have done so, and some youth organizations do so for their members. Parents of sitters, as well as parents who employ sitters, could do much to encourage this type of safety education.

3. In some cities the increasing baby sitting business has already given rise to many types of sitters service bureaus. Welfare agencies advise working mothers to come to them for help in selecting sitters. The state of Missouri has a "child monitor" placement service where references of all job applicants are verified and where employers are advised to ask the sitter for a doctor's certificate showing she has no communicable disease.

4. However, with or without community interest and activity, the responsibility for preventing accidents in the home must be taken by the persons in charge there, including the part-time sitter. In recent years, about 6,000 of the 8,000 accidental deaths among children less than five years old occurred in the home, with the principal causes being mechanical suffocation (mainly from bed clothes), obstruction or suffocation from food or objects and fire burns or other deaths associated with fires. Other important causes for death in this age group are poisons, falls and drowning.

5. Some sitters have, themselves, become involved in tragic circumstances through their sitting jobs. This makes it imperative that sitters' parents know the home environment their children will be in as well as something about the employer.

6. Older children in a family often baby sit for younger brothers and sisters. They need to be

given instructions on the same safety precautions that other sitters receive.

Advice to the sitters

7. Learn all you can about safety and child care. The knowledge and experience of "taking charge" provide excellent equipment for your own family life. Developing an understanding of young children leads to more enjoyment and patience when you are "in charge."

8. Be safety conscious, but do not let the thought of what might happen so color your thoughts that you are not effective in the immediate situation or that you generate fear in your charges. The best way to avoid this is to know how to prevent accidents. Learn first aid, too—but never delay in calling for help immediately.

9. Keep in good health. Be well rested. Do not accept a job when too tired to stay awake; get rest before going on a job to be sure you will remain alert even at late hours. Do not accept sitting jobs when you have any communicable diseases. Have a chest x-ray every year.

10. Dress with safety in mind. Wear low-heeled shoes, practical, washable clothing. Leave off jewelry or decorative pins that might injure a child when you are holding it.

11. Know something about your employers in advance. Always leave their name, address and phone number at your home before going to the job. Also let your family know the probable time you will arrive home.

12. Arrive at your job in time to receive all necessary instructions before parents leave and in time to become acquainted with the child if you have not met him before.

Before you take charge

13. Before parents leave, ask them where they can be reached and when they expect to be back. Ask them also for a list of emergency telephone numbers, including a doctor, a relative, reliable neighbors (or tenants and trustworthy janitor of an apartment building), fire department and police.

14. If there is no phone in the home, ask for specific instructions to follow in case of any emergency—where and how you should get help in case you will not be able to reach the parents immediately.

15. If your job for the evening will entail preparing a meal, giving the child a bath, supervising his play or putting him to bed, ask for a schedule. Find out what procedures are customarily followed in the family. Find out also:

a. How to light the stove or to work any appliance you may need.

b. What foods to serve and where they are kept.

c. Where bath articles are kept and what the temperature of the bath water should be.

d. What play areas can be used safely.

e. Where any articles of clothing which the child may need are kept; what favorite toys he likes to have, etc.

f. Where first-aid supplies are kept.

g. What are particular danger spots in and around the house, how they should be controlled, and what safety reminders the child requires most frequently.

h. How to lock the outside door, how to adjust windows and how to control the heat, including how to turn the furnace off, if necessary.

i. Who should be admitted to the home and who may take the child, such as, relatives or close friends.

j. What to do if the baby wakes and cries.

16. Lock all outside doors; never open them to anyone unless you are absolutely sure it is

Before parents leave, ask for phone list of where they'll be, doctor, police, fire department, reliable neighbors.

all right. Limit the length of any telephone calls you make.

17. Be aware that you are responsible for the children and the household. Be alert at all times; try to set a good example in matters of safety. Remember that children learn by watching and doing and that you will have many opportunities to teach safety.

18. Never neglect the child. Divide your attention equitably among children, so that all may feel equally important. Be firm but kind; give praise and show interest in the individual youngster.

Evening sitting

19. If the child is already in bed when you arrive, check to see that everything is all right and make frequent thorough checks during the evening.

20. Be sure that you can hear the child if he should need you. Never have a radio, television or record player turned on so loud that you could not hear the child if he should cry out.

Meal time sitting

21. Give only those foods as instructed by the parents.

22. While you are preparing a meal:

a. Keep the child away from the stove. A good way is to see that he is happily occupied with a book or toy suitable to his age; if necessary put him in his play pen.

b. Keep pan handles turned toward the back of the stove.

c. Be careful never to handle hot pans or dishes without a holder.

d. Keep matches out of reach of the child.

23. When feeding the child, be sure he is fastened securely in his chair. Place the chair so that the child can not reach any household hazards, such as, the stove, the sink, knives or electric appliances.

24. Never leave an infant with a propped-up bottle. Stay with him; better yet, hold him while he is drinking his milk and afterwards to be sure he gets rid of any bubbles.

25. If a slippery substance is spilled on the floor, wipe it up immediately so that it cannot cause a fall.

26. Keep a close watch for such hazards as sharp knives, scissors, matches, swinging doors or broken glasses. Should you chip a glass jar in opening it, it is better to throw the food and jar away than to risk eating (or feeding a child) any food with bits of glass in it.

27. Before leaving the kitchen be sure all stove burners are turned off. Do not attempt to clean the kitchen until the children have been fed and are safely occupied elsewhere.

Bath time

28. Never give the child or baby a bath unless you have been instructed to do so. Test the temperature of the water with the underside of your forearm. Never turn on the hot water while the child is in the tub and always keep the child away from the faucets. Use only a small amount of water when bathing a baby; place a turkish towel or mat on the bottom of the tub to prevent his slipping.

29. Never leave the child unattended in the tub or bath table. Let the telephone or doorbell ring until you have the child in a safe place. Avoid any possibility that the child might drown, be burned or have a bad fall.

30. When taking the child out of the tub and when dressing him, hold him firmly. Never leave the baby for a moment on any place from which he could fall.

31. Never leave safety pins open or within the baby's reach. Give him a safe toy to play with while you are changing diapers. Never use powder unless specifically instructed to do so and do not give him a can of powder as a toy.

Supervising play

32. The child is your charge—keep your mind on him:

a. Keep him within sight at all times unless the area in which he is playing is absolutely safe and needs only periodic checking.

b. Keep within sound of the play area at all times.

c. Keep child away from open windows or doors to prevent the possibility of falls or kidnapping.

33. See that the child plays only in areas designated by the parents. Never take the child out in the car unless the parents have instructed you to do so.

34. Never leave the baby in an unprotected place. Use a harness on a baby carriage to prevent his falling out. If you are playing with a baby on a bed or sofa and the phone or doorbell rings, take him with you or put him in his crib

or play pen before answering the bell. Leave one hand free whenever you carry a baby; always use the handrail when going down steps.

35. Keep the toddler and creeper within your sight at all times. Do not let him play on stairs, high porches, window sills or near garden pools, piles of rocks or places littered with boards or broken materials. Keep him away from electric outlets, fans, wires, heaters, kitchen utensils and any cabinet containing cleaning fluids, medicines or other dangerous substances.

36. Toys and objects small enough to swallow should be kept away from the baby and the toddler.

37. Never allow a child to run with anything which would hurt him if he fell on it.

38. Do not put the child in a high spot. Most children will climb only as high as is safe but they should be watched.

39. Have permission before taking the child for any long walk. If you are to take the child on a walk, observe all safety rules and test the child's knowledge on the reasons for safety precautions. Do not let him touch or get too near a strange dog or other animal.

40. Help the child pick up his toys and put away equipment when play is over; explain that this is to prevent anyone's stumbling and falling over them.

41. Given safe materials in a safe area, the child at play needs no direction; he just needs to know you are there. Avoid playing exciting or over-stimulating games. If a child wants to "hide and seek" suggest "sit and hide" game—wherein he just thinks of a hiding place and you guess what it is.

You're in charge, so keep children in sight; watch where they play and never give them objects they could swallow.

Putting charges to bed

42. Follow instructions for adjusting heat, windows and lighting for the bedroom.

43. Prepare the child in advance for the on-coming bed-time. Remind him that "it will be time for bed soon." Then see that he is comfortably dressed for bed. Pin diapers carefully so that the baby will not be scratched or the pin become loose and stick the child.

44. Plan some quiet activity the child will enjoy — reading, chatting, crayoning — before saying a final good night. See that no small, hard objects are left in the bed or crib after this playtime, however.

45. See that the sides of the crib are securely fastened and that nothing is hanging over the sides. Be sure the crib is away from any furniture that a toddler could climb out on.

46. Never use an electric heating pad on a sleeping child; if a hot water bottle is to be used, be sure to wrap it in a towel and see that the stopper is tight. Do not use water hot enough to scald.

47. Always be within call; thus the child will feel and be safer. Leave the bedroom door slightly ajar so that you can hear the child at all times.

48. Keep a flashlight handy in case the lights should go out. If you do not know how to restore service properly, get help from a designated neighbor or call the electrical company. In the latter case, ask to see credentials of the service representative sent out by the electrical company before letting him into the house.

Emergency care

49. If the child becomes ill, call the parents. If the child has not been well and the parents have left instructions to give a medicine, be sure to read the label carefully and then to give only the amount the parents instructed. Close the bottle tightly and put it away in a safe place. Never give pills or medicine without instructions to do so; never try taking the child's temperature.

50. In case the baby or small child is choking, turn him upside down immediately and slap him on the back. Call the fire department first aid squad, then call the parents.

51. Should the child be hurt seriously, call the doctor. If you cannot reach the doctor, call

the ambulance or police. Then call the parents. *Never try treating anything other than a minor injury yourself.*

When the parents return

52. Assuming your sitting hours have been without major unexpected accident, when parents return your responsibilities end. However, as soon as parents are back, report any illness or injury to the child, no matter how minor. If necessary for the welfare of the child, report his conduct, but do not betray his confidence in you.

53. You should also report anything in the nature of a mechanical failure in the household that has occurred during the absence of the parents.

54. Require that you be escorted home if it is after dark.

Parents employing a baby sitter

55. Know the sitter you are employing—is he or she reliable, of good moral character, experienced with babies, capable of handling emergencies? Think about the age of the sitter in relation to the age of your child, to the hour of the day and to the length of time of the "sitting." Consider also how well your sitter hears, sees and any difficulty the sitter has that may lead to risk.

56. Show that you are concerned for your baby's safety; this will stimulate the sitter's concern for your child's welfare.

57. Never hurry away. Avoid tragedies which occur because mother forgot to give the sitter the information he or she should have to function properly.

58. Be sure to introduce the sitter to your child. If your child has been put to bed before the sitter arrives, tell the child in advance that a sitter is going to be in charge, and who the sitter is. Show the sitter where the child is sleeping.

59. Prepare two cards for the sitter. One should have the address and telephone where you can be reached, the approximate hours you will be gone, plus full instructions if the sitter is to feed, bathe or put the child to bed. The other card should list phone numbers or instructions in case of an accident or sudden illness to the child. *Show the sitter where both cards are kept* and where extensions as well as master phone are located.

60. Take time to give the sitter any specific information she needs, such as, some of your child's habits and what particular hazards about the house attract your toddler. Remind the sitter of any unsafe conditions which exist in or about the house.

61. If you have a family pet, tell the sitter. Should the dog have a jealous nature, confine him and tell the sitter where he is.

62. Play safe! Give the sitter less than she can do rather than more. Remember that her first care is your child.

63. Limit the sitter to one friend, of the same sex. It is even better to discourage your sitter's inviting any friends over while she or he is in charge of your child.

64. See that the sitter gets home safely. Telephone her if you are going to be unavoidably detained. Don't make the sitter worry over you.

65. Be sure of the sitter's driving ability if you expect her to transport your child anywhere.

If you are a parent of a sitter

66. If your teenager wishes to baby sit, be sure you know where the sitting will be done and what the situation in the home is. Do not let a young sitter accept employment where parents are careless about how late they return. Require that your teenager be brought home by an adult if she is to be out after dark.

67. Teach your youngster the rules of safety and the fundamentals of child care. Encourage him or her to enroll in a baby sitting course. Cooperate with any community or school project to establish such a course if one does not already exist in your area.

68. Make sure your teenager knows *how* to get in touch with the local police or fire department if necessary.

Selected information sources

Books

A Manual for Baby Sitters, by Marion Lowndes, Little Brown and Co., New York, N. Y. 1949, P. 168.

A Pocket Book of Baby and Child Care, by Benjamin Spock, M.D., Pocket Books, Inc., Rockefeller Center, N. Y. P. 24-26 and 570-75.

Sitting Pretty, a manual for baby sitters, The Indiana State Board of Health, Indianapolis, Ind. P. 47. Single copies only outside of Indiana.

Your Child from One to Six, Publication No. 30, Children's Bureau, U. S. Department of Health, Education and Welfare, Washington 25, D. C., 1956, P. 69-70.

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Pamphlets from the National Safety Council

Baby Sitter Safety Packet, Stock No. 529.44
Child Safety in the Dangerous Years, Stock No. 599.35

Safety Education Data Sheets:

No. 2 *Matches*
No. 3 *Firearms*
No. 4 *Toys and Play Equipment*
No. 12 *Flammable Liquids in the Home*
No. 17 *Sidewalk Vehicles*
No. 20 *Cooking and Illuminating Gas*
No. 21 *Solid and Liquid Poisons*
No. 29 *Play Areas*

Safety Instruction Card No. 338, *Hazards to Children*

You're in Charge—leaflet on safety pointers for school age sitters, Stock No. 499.41-7

Pamphlets available from others

Baby Sitter's Pledge, Public Relations Department, American Mutual Liability Insurance Co., Wakefield, Mass.

Fire Safety—Suggestions for Parents and Baby Sitters—National Board of Fire Underwriters, 85 John St., New York 38, N. Y.

Plastic Film: Correct Use and Misuse, Society of the Plastics Industry, Inc., 67 W. 44th St., New York 17, N. Y.

Safety at Home, by W. T. Fine, Publication No. 11, Bureau of Accident Prevention, New York State Division of Safety, 17 Elk St., Albany 7, N. Y.

Films

You're in Charge—National Safety Council. 16mm sound and motion, color or black and white. Running time 12½ minutes. A guide to safe practices for baby sitters as well as those who employ them.

This data sheet was prepared for the National Safety Council by Gladys Ahlstrom, kindergarten and nursery teacher, Winnetka, Ill.

Safety Education Data Sheets available are:

#429.04-
-19 Alcohol and Traffic Accidents
-78 Amateur Electricians, Safety for
-26 Animals, Domestic
-37 Animals in the Classroom
-57 Auto Shop (Rev.), Safety in the
-66 Baby Sitting (Rev.)
-49 Bathroom Hazards
- 1 Bicycles
-18 Camping
-14 Chemicals
-59 Chemistry Laboratory, Safety in the High School
-86 Cigarette Fire Hazards
-80 Counselors and Helpers in Summer Camps
- 6 Cutting Implements
-68 "Do It Yourself," Safety in
- 9 Electric Equipment
-87 Electrical Shop, Safety in the
-34 Electrical Storms, Safe Conduct in
- 5 Falls (Rev.)
-60 Farm Mechanics Shop (Rev.), Safety in the
- 3 Firearms
-25 Fireworks and Blasting Caps (Rev.)
-44 Fishing, Hook and Line
-12 Flammable Liquids in the Home
-61 Floors in the Home
-20 Gas, Cooking and Illuminating
-50 General Metals Shop, Safety in the
-64 Graphic Arts Shop, Safety in the
-81 Gun Clubs: Their Organization and Activities
-22 Gymnasium (Rev.), Safety in the
-52 Highway Driving, Rules, Precautions
-43 Hiking and Climbing

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-91 Home Lighting
-41 Home Workshops
-42 Horseback Riding
-62 Iceboxes and Refrigerators, Hazards of Discarded
-79 Industrial and Vocational Education Programs, Coordinating Safety in
-70 Kites and Model Airplanes, Safety with
-23 Laboratory Glassware
- 7 Lifting, Carrying and Lowering
-53 Machine Shop (Rev.), Safety in the
- 2 Matches
-36 Motor-Driven Cycles
-55 Motor-Vehicle Speed
-31 Night Driving
-16 Nonelectric Household Equipment
-82 Office Safety
-65 Part-Time Jobs: Food Handling, Safety in
-13 Passenger Safety in Public Carriers
-10 Pedestrian Safety
-92 Pesticides, Safe Use of
-29 Play Areas
-69 Playground Apparatus
-74 Playground Surfacing
- 8 Poisonous Plants (Rev.)
-35 Poisonous Reptiles
-21 Poisons, Solid and Liquid
-93 Promoting Safety Through School Newspapers
-24 Public Assembly, Places of
-51 Pupil Excursions, Safety in
-38 Railroad Trespassing
-11 School Buses—Administrative Problems (Rev.)

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-73 School Bus Safety: Operating Practices
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-47 School Fires (Rev.)
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-40 School Parties
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-17 Sidewalk Vehicles
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-77 Sports: Basketball, Safety in
-72 Sports: Football, Safety in
-75 Sports: General Practices, Safety in
-54 Summer Jobs: laborers, home yard, service-stations
-45 Summer Jobs—Farm
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- 4 Toys and Play Equipment
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-48 Unauthorized Play Spaces
-88 Vision and the Driver
-76 (Bad) Weather Conditions Safety in
-39 (Bad) Weather: Hazards, Precautions, Results
-90 Wearing Apparel, Flammability of
-56 Welding and Cutting Safely (Rev.)
-30 Winter Driving
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-58 Winter Walking (Rev.)
-46 Wood Shop, Safety in the

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Campus Men Convene At Cornell—June 20

—for the seventh National Conference on Campus Safety

FAR above Cayuga's waters—but close to the basic safety experiences of all higher education people.

That's the setting and the subject of the seventh National Conference on Campus Safety, June 20 through 22. College educators and administrators from all over the country will meet at Cornell University to study, share and try to solve campus safety problems.

Official host, Cornell's president Deane V. Malott invited college representatives: "The prevention of accidents is of vital concern to all of us. The informal discussions and papers to be presented by outstanding speakers assures every delegate a bountiful return for his investment of time.

"As a member of the Board of Directors of the National Safety Council, I have the twofold pleasure of extending this invitation in behalf of the Council and Cornell University. We are honored for this privilege of being your host and anticipate making your stay both pleasant and productive."

Francis J. Quinlan, assistant supervisor of safety at Cornell, and coordinator of the conference, revealed a few of the highlights:

—*The Psychology of Students,* presented by John Summerskill, M.D., vice president for student affairs, Cornell, will cover understanding the problems of dealing with the student body as a whole.

—*Organizing a campus safety program* will be particularly vital to colleges lacking an accident prevention program. Presented by Albert E. Diem, vice president for administration, Penn State University, this talk is bound to have a few hints even for schools with established programs.

—*Procuring help from the student newspaper,* by Robert Molina, editor, Cornell's *The Sun,* will cover ways the school press can promote and supplement college safety programs.

—*Problems with L. P. gas,* a technical but common problem among all university laboratories. A representative of the petroleum industry will handle this discussion and exhibit proper types of valves and fittings for laboratory work.

—Inside information on the workings of Cornell's Automotive Crash Injury Research Bureau will be offered by its director, John O. Moore.

—*Professional's view of campus parking problems* by Wilbur Smith of Wilbur Smith Associates will cover the universal perplexment of most colleges.

Other fields and speakers include:

—*Teaching safety in student shops,* by F. W. Foss, professor at Cornell.

—*The purchasing agent and the safety man,* by Wallace B. Rogers, Cornell's manager of purchasing.

—*Explosion proof refrigerators,* by A. E. Manning, Kelmore Service, Inc.

—*Floor treatment to make floors safe,* and *Fire Safety in industry* will be supplemented with a tour of American LaFrance Corp., Elmira, N. Y., to see fire fighting equipment under construction.

—*School fire inspections,* the ever-important topic will be covered by B. Richter Townsend, secretary-manager, International Association of Fire Chiefs.

Delegates to the conference can offer their families ideal vacation-time atmosphere and fun, including athletic and swimming events for the children and tours of the campus and points of interest for adults●

Helping to apply reflective tape to newsboys' bags are author, far right, and Eugene Cornforth.—*Fairbanks Daily News-Miner* photo.

Danger: Parka Pedestrian

Alaskans face unique hazards in long days of darkness, sub-zero climate and tunnel-vision parkas that protect from cold but not traffic.

UNLESS you live in Alaska the term "Parka Pedestrian" may not mean anything to you. To the "dedicated dozen" volunteers who carry on the safety education programs of the Fairbanks Health and Safety Council, the "Parka Pedestrian" is a high priority V.I.P.

A Parka Pedestrian is the man, woman, boy or girl garbed in that very sensible cold weather garment, the Eskimo-type parka. This parka is a multi-layered, insulated outer garment; the outstanding characteristic is the face-protecting ruff of wolverine, wolf or badger fur. Like the garment itself, this ruff has a very practical purpose—to keep the wearer's face free from the frozen breath and ice fog crystals which mean painful frost bite. The fur ruff does the job effectively, at the same time creating a major safety problem in areas of vehicular traffic.

With the parka hood raised over the head and the fur ruff extended to provide the desired protection, the wearer becomes a virtual "Blind Tom." He can see only directly ahead and must turn his head, and very often his body, to vary or expand his extremely limited field of vision.

In traffic areas the problem posed by the parka ruff is manifold. The Parka Pedestrian walking *with* traffic—and let's face it, too many continue this dangerous practice—is a sitting duck for the driver who may be tired, a victim of faulty vision or otherwise not operating at top efficiency. Too many times the result has been one less pedestrian.

The short, two to four hour periods of daylight of the central Alaska mid-winter day, the perpetual ice fog when the mercury stays below the minus 20 degree mark for prolonged periods, the dark, non-reflective colors of most parka materials also create extra threats to traffic safety throughout the greater Fairbanks area. This is especially so from mid-November through mid-February.

Safety educationwise—what to do about it? For several years the Fairbanks Health and Safety Council, the only organized, consistently active civilian safety education unit in Alaska, has been doing considerable.

Sparked by Council insistence that traffic accidents could be reduced even on the then unpaved, dust-blind highways of Alaska, Alaskans began developing a "safety conscience." The Fairbanks Lions Club inaugurated the practice of marking, for all to see, the actual roadside site of every traffic fatality on Alaska's highways, including the Alcan from the Canadian border to its northern terminus at Delta Junction. These imposing white crosses bear the number

James Couch is public relations director, Health and Safety Council, Fairbanks, Alaska.

On mild day, —10°, Altenberger demonstrates folding stretcher and other emergency equipment before school safety patrol and second grade class.

Young parka pedestrians learn the meaning of the Green Cross for Safety from their second grade teacher. Two photos: Couch Alaska Archives.

By James S. Couch

of persons killed and the date of the accident; the number (1, 2, 3 or more) fitting the vital statistics of the particular accident.

A few teachers in the Fairbanks school system became safety conscious and helped immeasurably with local police efforts to establish and maintain school safety patrols. This was in the days when "Old Main" served as grade and high school to the area's few hundred pupils. As of January 15, 1960, the Fairbanks school district embraced six school plants and 4,393 pupils, including 892 students in the district's one high school.

These figures become more impressive when it is noted that all this growth and expansion has taken place in less than 10 years, without so much as one single "enroute pupil" fatality due to a traffic accident for at least five years. How can a bustling, constantly expanding frontier area compile such an enviable school safety record? In the greater Fairbanks area it can only be conjectured that residents, adults and children alike, take their safety education programs seriously.

Some of these safety education programs are unique and, perhaps exclusively peculiar to Alaska, because of its prevailing low temperatures and Arctic darkness in winter months.

Where else in the United States is it effective and considered necessary to iron reflective tape on the fabric bags of newspaper carriers to protect them in heavy traffic areas where no street illumination exists? Yet this protective program has proved so effective in the Fairbanks area that not one paper carrier has been involved in a traffic accident since the Council began applying the tape to the carriers' bags in 1957.

Where else in the United States does it become expedient and effective to "light up the children for safety in the Sixties" by applying reflective fabric or day-glo painted leather strips to the parkas of school children to make them visible to vehicle operators? This program was inaugurated in December and has proved so effective that a Council committee already is "brainstorming" plans for a broader program to start next fall.

The initial effort got off the ground when the Council decided to do something about repeated requests for some effective way of making school children visible in winter darkness without relying on flashlights—which become lost, broken by dropping and useless when the mercury drops below minus 20 degrees, because dry cell batteries quit functioning at sub-zero temperatures.

A Council member discovered that a limited amount of reflective fabric, salvaged from a military contract, could be obtained. The Coun-

cil, through its TV, radio and press programs, sold the mothers on the effectiveness of this "protection." Al Larsen, a teacher-father and faculty sponsor of the Lathrop high school Kiwanis Key Club, arranged for the cutting of the material and its distribution to the various Fairbanks' schools. Result: Mission very satisfactorily accomplished by the kind of team work that has been a characteristic of frontier Fairbanks since the year '02 (1902 being the founding year of the community).

Early in 1959, a safety education division was activated by the Fairbanks police department, as a result of prolonged efforts by the Council to obtain such a program for the area. Officer T. P. "Smokey" Altenberger was placed in charge of this program.

When Altenberger moves into a class room or a PTA meeting he is not just a man in a police uniform with a pad of boring notes in his hand. He is a one-man Circus-For-Safety, with a smile-provoking line of patter and more props than the biggest trained seal act ever to grace the boards of the old Keith-Orpheum vaudeville circuit. Altenberger has the years of training and the inherent ability to make safety education a happy, yet effective learning experience for the more than 4,000 school children who are his "kids."

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In less than a year, Altenberger has developed a safety education program from an idea-on-paper to a life saving reality for thousands of children, parents and teachers. During the "summer" months, Altenberger conducts a bicycle safety education program, in addition to setting up a highly successful bicycle licensing program. With the cooperation of various unions and the University of Alaska's president, Ernest N. Patty, Altenberger opened the city's first supervised bicycle parking lot last summer. Union members made and installed all necessary equipment and the University "loaned" land in the heart of the business district.

In recent years Kiwanis Park has been made available for bicycle rodeos and other safety programs. Midnight Sun Lions Club members purchased the safety education truck used by Altenberger, outfitted it to meet the needs of the job and gave it to the Council for presentation to the police department. Even the school children, the cherished objects of much of this safety education effort in the Fairbanks area, participate in the Council's annual safety slogan contest. Trophies bearing the National Safety Council's "Green Cross for Safety" are awarded to the boy and girl authors of the two winning slogans selected each year.

In a climate where school must "keep" in spite of January's 50 degrees below zero (By school board action, supported by PTA, Fairbanks' schools never close for cold weather), and school children must be able to play safely in July's 85 degrees above zero, safety education is a challenging vocation for professionals and volunteers alike. Members of the Council point with understandable pride to the official statistics which show no school age traffic fatalities in several years; not a single highway traffic fatality during all the long holiday week-ends of 1959, and only five highway fatalities for the entire year 1959, as compared to 10 for 1958. Yet these same Council members will tell you that, with a constantly expanding population, the biggest battles are ahead. They will also tell you that getting "on top" in the traffic safety records may not be as difficult as staying there.

Eugene A. Cornforth, Council president, echos the thinking of fellow Council members on the question of effective safety education for a growing Alaskan community: "Sound programming, community cooperation and persistent repetition, and the greatest of these is not any one of them alone, but a common sense blending of all three"●

Don't Assume—Know!

By Dora B. Mooney

"TEACHER, what does 'E' times 'it' mean?" a third grade child asked. The teacher replied she had never heard of such a thing. The child said, "But teacher, it is over all the doors in the auditorium—EXIT."

How much safety information do we assume a child possesses? What more can the schools do?

All schools can start a good safety program without spending large sums of money or hiring additional personnel. The National Safety Council publication, *Accident Facts,* has consistently shown that more than 60 per cent of all accidents to school age children occur under school jurisdiction. We cannot afford to ignore our responsibility for increased attention and activity for a planned program in our schools.

Admittedly, many areas of the Jackson Public Schools' safety program need expansion and improvement. Some are very definite areas of weakness. However, our experiences and endeavors may prove helpful to schools that do not have either a full or part-time safety director.

First of all, the school board and school administrators are genuinely concerned with the safety program and *responsibilities are designated.* As the supervisor of safety along with my other duties as supervisor of elementary physical education and health, I have been designated by the school board to coordinate and promote safety in all school areas. The principal of each school *actively* supports the safety program and has appointed a teacher in each school as a safety sponsor.

Our city government cooperates with the schools, particularly, the traffic engineering and police departments. The police chief has a man assigned as safety director who trains and supervises the school crossing guards and policewomen, assists the schools in training school safety patrols, gives bicycle safety courses in the schools, and assists in other types of safety activity. The police department sponsors a trip each year to the Mississippi Gulf Coast for the school safety patrol members with funds donated by businessmen for the boys and girls serving faithfully all year.

Each PTA has a safety chairman and committee who work with the principal and supervisor continually to survey hazards in the school community, work on rainy-day traffic problems, and promote parent education within the PTA group.

Each principal is given a *Handbook of Safety Information* that includes specific information and help regarding such things as organization and execution of fire drills, suggestions for rainy-day traffic, school safety patrols, school bus patrols, suggested safety activities for PTA, accident reporting, first aid, playground safety, tornado and flash floods and school tornado network alert.

Accident reports are written for any accident that causes a child to miss one-half day or more of school or one that requires the services of a physician no matter where the accident may have happened. These reports are compiled by the supervisor and given to each teacher so that classroom safety instruction can be largely based on the accidents that are actually happening.

Although the National Safety Council reports more than 60 per cent of accidents involving school age children occur while children are under school jurisdiction, accidents involving Jackson public school pupils while under school jurisdiction are consistently *under* 30 per cent, with the larger percentage occurring at home and elsewhere. Our low percentage of the total school accidents is largely due (1) to a planned and supervised physical education program where teachers are working for educational objectives, rather than turning several hundred children "loose" at one time for a recess period; and (2) to the safety instruction given by the classroom teacher.

These are some of the things we are doing. Any school large or small can do these and other things without financial expenditures. The main ingredients are support, cooperation and enthusiasm by all school areas and departments and by the community. Let's not assume a child has safety knowledge—let's know●

Mrs. Dora Mooney is director of health and safety, Jackson (Miss.) Public Schools.

NSC Motor Scooter Study

A SPECIAL study conducted by the National Safety Council of motor scooter accidents in 1958 disclosed that between 100 and 125 persons were killed and more than 4,000 to 5,000 injured in scooter accidents.

The victims ranged in age from 9 to 79, with more than one third of them under 16. Seven out of 10 accidents in the under-16 group occurred in rural areas.

The number 1 type of accident was the motor scooter-motor vehicle collision. Four out of five accidents occurred during the June to November period. While six out of 10 accidents happened during daylight, four out of five occurred during the p.m. hours. Half of the accidents occurred between 3 and 9 p.m.

Motor scooter operators were violating a law in seven out of 10 of the fatal accidents. *Did not have the right-of-way* was the most frequent violation, with *excessive speed* and *improper turning* next, in that order.

The Council pointed out that it was interesting that the first two violations were the leading violations in all motor vehicle accidents. However, the third, *improper turning* accounted for a minor proportion of motorists' violations, whereas it was high among violations of bicyclists. The Council said this seems to indicate that the high maneuverability of two-wheeled vehicles encourages their operators to commit improper and unsafe turning actions.

Other violations were disregarding stop signs and signals, riding on the wrong side of the road, improper passing, following too closely and failing to signal or giving an improper signal.

In this study, the term *motor scooter* includes motorized bicycles and motorized child vehicles of any type, but excludes standard or light weight motorcycles.

All 48 states were asked for certain details of the motor scooter and motorized bicycle accidents in their states in 1958. Forty-two states replied and submitted information on 98 fatal accidents.

Age of Victim By Location of Accident

Age of Victim	*Total*		*Location of Accident*			
			Urban		*Rural*	
	No.	*%*	*No.*	*%*	*No.*	*%*
All ages	98	100%	43	100%	55	100%
9	(1)	(1%)			(1)	(2%)
12	(2)	(2%)			(2)	(4%)
13	(4)	(4%)			(4)	(7%)
14	(10)	(10%)	(1)	(2%)	(9)	(16%)
15	(17)	(18%)	(8)	(19%)	(9)	(16%)
Under 16	34	35%	9	21%	25	45%
16-20	24	25%	12	29%	12	23%
21-25	10	10%	7	16%	3	5%
26-30	8	8%	3	7%	5	9%
31-35	6	6%	6	14%		
36-40	5	5%	3	7%	2	4%
41-45	4	4%			4	7%
46-50	1	1%	1	2%		
51-55	1	1%	1	2%		
56-60	2	2%	1	2%	1	2%
66-65						
Over 65	3	3%			3	5%

Are You A Safety Educator?

By James E. Aaron

A NUMBER of questions should be answered before one gives an affirmative or negative reply to the question posed in the headline. Are you intensely interested in safety education, and do you believe in its value in the total school curriculum? Do you have adequate background preparation courses related to safety education? Do you attempt to improve yourself professionally throughout the school year by attending safety conferences, workshops, etc.? Do you keep abreast of recent trends in safety instruction? Are you willing to give "something extra" to do a superior job of educating for safe living in your school?

Let us examine each question and then determine whether or not we can classify ourselves as safety educators.

A pre-requisite for successful teaching in any field is an intense interest and belief in the value of that particular area. This certainly is true in safety education. If a teacher lacks interest in education or in educating for safe living, then it stands to reason that it would be most difficult for that teacher to properly motivate his students.

As with all areas of instruction, the safety educator must be adequately prepared. Individuals should not be permitted to teach in an area in which they have little or no preparation.

Elementary Teacher — On the elementary level all teachers should have some minimum preparation in safety education. Every teacher at this level should have a minimum of three semester hours of background preparation and preferably five, dealing with an introduction to all the areas of safety education and tied together with a knowledge of the methods and materials necessary for application to the elementary school.

Secondary Teacher—The secondary teacher should be expected to have comparable preparation with application to the problems peculiar to that level of instruction. In addition the vocational shop teacher and other specialized teachers should have a background in the accident problems they might confront in their field.

Driver Education Teacher—The driver education teacher needs a general preparation in safety as well as specific techniques and methods of teaching driver education. It has been recommended by national groups that the driver education teacher have a teaching minor in the field. For the most part this should include the following courses:

Required:

A. Introduction to Safety
B. Driver Education I
C. Driver Education II
D. Psychology of Accident Prevention and Safety Education

Elective:

From the following elective courses an individual may select courses to complete safety minor requirements.

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James Aaron is department of health education, Southern Illinois University, Carbondale, Ill.

Radioing & Writing

Pittsburgh's Safety Story Lady has young scriptwriters, panel discussants and city-wide audience listening and learning.

THE professionals in commercial radio say —and they know from experience—that the way to sell a product is by repetition—repetition —repetition.

The Pittsburgh safety series over radio is designed to sell safety three different ways and times: during the script-writing period, during the production and broadcast of each program, and by using the radio programs in the schools.

Students in the schools write the original safety stories which are read on the programs. Safety is brought to their attention.

Each week a different group of students takes part in a round table discussion of the safety factors introduced by the story. Safety is emphasized during the preparation and broadcast of the discussion.

Classes in the school listen to the broadcast and use the story and round table discussion as a basis for their own discussion of safety rules and regulations. For the third time safety is sold to students.

The "Safety Story" programs are designed for use by pupils in the elementary grades, particularly grades one through three.

They are broadcast over WCAE, a commercial radio station from 1:15 to 1:30 each Friday afternoon during the school year. The series has been running for 13 years, and has long been one of the most popular and widely used of the various series broadcast each school day.

Charles Hettinger is supervisor of radio and television, and James Lang, supervisor of safety education, Pittsburgh Public Schools, Pa.

Writing the original stories, the first step in the preparation of the series, starts almost a year before the first program of a series. Principals of elementary and secondary schools in Pittsburgh are requested to send the names of teachers interested in a creative writing project. Some have special creative-writing classes; others are particularly adept at stimulating interest in creative-writing projects in their regular classes.

Each teacher is sent a safety topic usually geared to seasonal activities for her class to write about. These topics are determined by the supervisor of safety education, and include a brief statement on the safety problem.

Also, the teacher receives simple directions to guide her and her pupils in preparing a radio script and three examples of outstanding stories from the previous year.

Then the writing begins.

Many stories are created by special writing classes in high school. These students find their most difficult problem is keeping the stories simple and fitting for elementary school children. Teachers must guide, reject and call for rewriting to get the stories simplified by cutting down complex plots and complicated sentences.

The story might be written by a second grade class with the whole group deciding on the plot, the dialogue, the description and the teacher acting only as the class secretary and moderator. Some of the most delightful stories have come from such lower grade groups who do not need constant reminders about the interests of elementary school pupils—they know.

The stories are then sent to the public schools' section on radio and television. Since only 40

Reading

By Charles Hettinger and James Lang

Creating a safety story, youngsters talk over ideas on safe conduct weeks before actually beginning to write script.

stories are needed, and there may be 100 or 150 submitted, a choice must be made. Those stories which seem to be most appropriate and well written are selected.

In September, certain elementary schools are notified that four pupils will take part in the safety round table discussion during the "Safety Story" program on a designated date. A copy of the original story script for that program is sent.

Several weeks before the program, a class is chosen by the principal to be responsible for the project. Most schools use a sixth grade, although at times pupils at another grade level are deemed better prepared for the work. The story is read to the group, and a general class discussion from all possible approaches follows. This discussion may go on over a period of days, or even weeks. Finally the teacher chooses four pupils who speak most easily and fluently and have the best grasp of the material.

A week before the program, these four pupils meet with the safety supervisor to decide how they will approach the subject for discussion. They also discuss possible sources that might provide additional background information. The panel members are instructed not to memorize anything, but to be prepared to carry on an informal discussion on the subject.

A copy of the original script has long been in the hands of Helen Wayne Rauh, who has been the "Safety Story Lady" since the series began. Mrs. Rauh, a graduate of the drama department of Carnegie Institute of Technology, is well-known in the Pittsburgh area because of her frequent appearances on radio and television. She is also a popular leading actress with the Pittsburgh Playhouse, where she serves on the board of directors.

Now—the broadcast. After the station announcement, the original story is read by Mrs. Rauh. She reads dramatically, changing her voice for the various characters, bringing the tale to life. The story usually takes five to seven minutes.

The round table discussion group opens its part of the program with the safety pledge. Then each youngster identifies himself by giving his name, age and address. The safety supervisor introduces the day's safety topic, with special reference to the story just told, and the discussion begins.

In the schools, classes are listening to the broadcast. The teacher knows the topic of the day's program. A printed leaflet listing all the in-school programs is sent each semester by the thousands to the schools of the area by the radio station.

In addition, the teachers of the Pittsburgh schools have been supplied with a "Teacher's Guide for the Safety Story Programs," a single mimeographed sheet giving suggestions for successful utilization of the programs. Simple directions are given to prepare the class before the broadcast, what to listen for, what to do and

to page 39

Film Review: Walt Disney's Safety Tales

"I'm no fool
No siree
I want to live
to be 103."

That's what Jiminy Cricket says—and he convinces all students from 6 to 16 to follow his lead. The cute cricket stars in five of *Walt Disney's Safety Tales,* a series of six film strips, adapted by Encyclopaedia Britannica Films, Inc.

A few of these verses sets the pattern throughout each film strip. Jiminy Cricket then invites his audience to play a game with him—a game between "you and a fool." He draws a "fool" on the blackboard, and then, dealing with one safety subject, he shows the safe behavior and rules he follows contrasted by the unsafe habits of the "fool." Captions under the pictures carry the story along, with no recording or narration necessary. After telling his story, the charming cricket again recites his verse and concludes with review questions for his audience to consider and discuss.

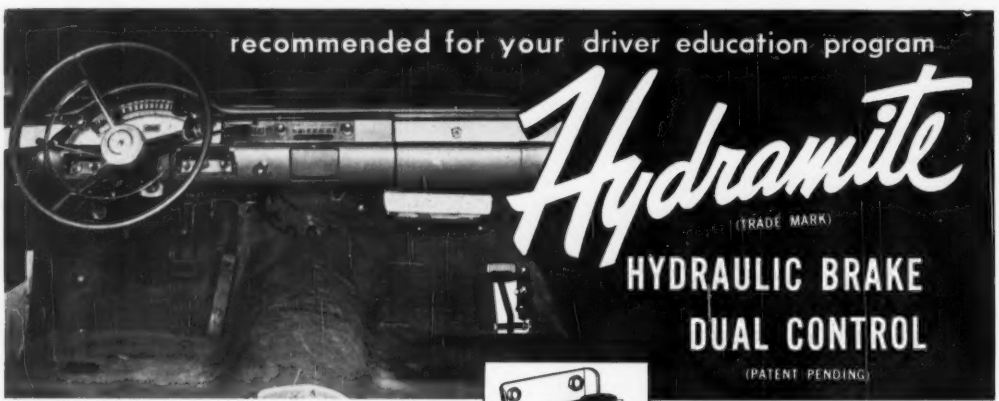
The film strips, silent, 50 frames long, include:

I'm No Fool with Fire
I'm No Fool Having Fun
I'm No Fool with a Bicycle
I'm No Fool in Water
I'm No Fool as a Pedestrian
How to Have An Accident In Home, starring Donald Duck.

These strips were adapted from the motion pictures of the same titles produced originally for Walt Disney's *Mickey Mouse* show. Producer Oscar E. Sams collaborated with Vivian Weedon, curriculum consultant, National Safety Council in developing sound safety education captions and review questions.

Excellent for classroom use, assembly programs and student group meetings, each of the series can be—and should be—the stimuli for enlightening teacher-class discussions and further study of all safety problems.

The strips are available at $36 a set, from Encyclopaedia Britannica Films, Inc., 1150 Wilmette Ave., Wilmette, Ill.●



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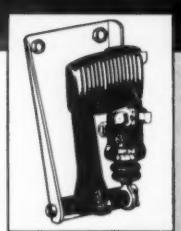

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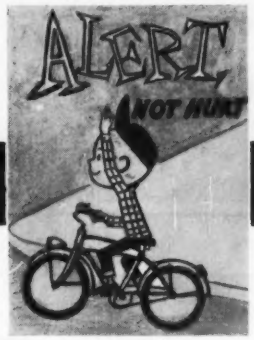


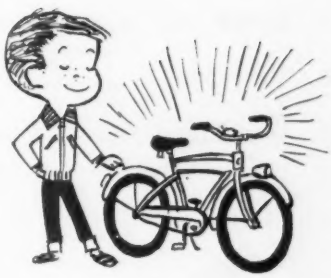
S-1653-A

lower elementary

safety lesson

Safety on Wheels

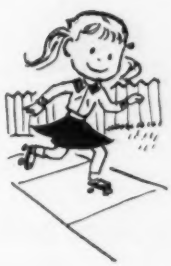
Jimmie has a new bicycle like the one in this month's picture.
It is red and white.
Now he won't ride Jack's bike.
It was much too big.
He almost hurt himself badly on it.

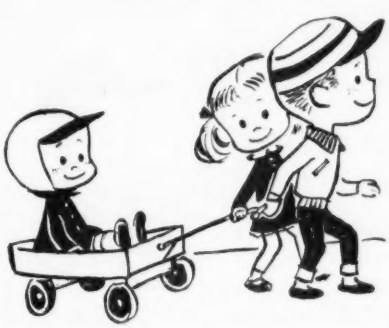


What should Jimmie know about riding bicycles?

1. He should ride on the right side.
2. He should practice turning.
3. He should learn to stop quickly.
4. He should always watch out for others.

Spring is here.
Mary wants to roller skate.
Fasten your skates tightly, Mary.
Skate where it is smooth.
Be careful when you go around corners.
Don't go too fast.
Don't skate down ramps into the street.
Watch for cars backing out of driveways.
Do you ever leave your skates on the back stairs? What could happen?
You must put them away.





Mother, can we take little brother in our wagon?

Yes, children. But be careful.

Don't go too fast.

Don't turn too sharply.

Stay off the street.

Be especially careful when you pass driveways.

Why did Mother say this?

Published by the National Safety Council. Price $.28 each for 10 to 49 subscriptions; minimum order 10; lower prices for larger quantities; order by stock no. 461.01-1. Write the Council, membership department.

Prepared by James Mann, principal, Hubbard Woods School, Winnetka, Ill.; past general chairman, Elementary School Section, National Safety Council.

How Much Do You Remember?

This is a game to see how much you remember.
You learned the answers on page one.
Put the words below in the spaces.

turning *large* *stopping* *tightly* *stairs* *corners* *right*

The Bicycle Test

1. Never ride a bicycle that is too _____ for you.
2. Practice _____ and _____.
3. We should ride our bicycles on the _____ side.

The Roller Skate Test

1. Fasten your skates _____.
2. Slow up when you turn _____.
3. Don't leave your skates on the _____.

Things to watch for:

1. Cars backing out of driveways.
   The driver cannot always see you.
   What should you do?
2. Ramps that slant down toward the street.
   It would be fun to ride down.
   But what could happen?

3. Other People.
   People walk on sidewalks.
   Sometimes they are old people.
   They cannot hear or see very well.
   Sometimes they are very young children.
   What should we remember?

March 1960

upper elementary

safety lesson

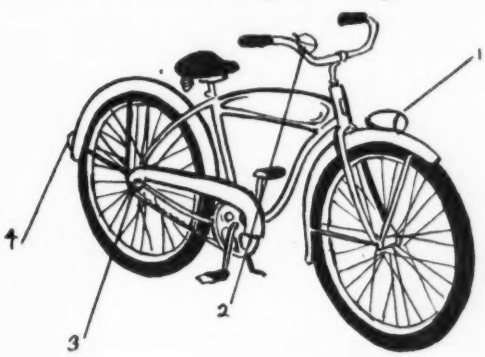
S-1653-A

Safety on Wheels

Winter is over, and out come the bicycles as you will see in this month's picture.
It is time to see if they are in good condition.
In some ways bicycles are like automobiles.
Both are described as "vehicles." Some laws apply to both.
Automobiles must have good brakes and lights that work.
They should be able to pass a *safety inspection.*
Bicycles should also be in good condition.
They should have good brakes. They should have a light that works.
They should have a horn or bell to warn others.
They should have a reflector on the rear fender.
Should they have anything else?

Safety Inspection

Many schools have Safety Inspections.
They have a Safety Committee to do this. Parents often help.
Police officers are also glad to help.



Look at the bicycle.
It shows the 4 most important points to be inspected.
Each is marked by a number.
Can you match the numbers with the statements below?

✔_____ Horn or bell

✔_____ Brakes that work

✔_____ Light ✔_____ Reflector

Safe Drivers and Safe Riders

A good automobile driver follows safe driving rules.
He makes signals to show what he is going to do.
He recognizes signals and follows their warnings.
A safe bicycle rider must also know and use rules.
He should also know the signals for turning and stopping.
The next page will test your knowledge of these things.

Published by the National Safety Council. Price $.28 each for 10 to 49 subscriptions; minimum order 10; lower prices for larger quantities; order by stock no. 461.01-2. Write the Council, membership department.

Prepared by James Mann, principal, Hubbard Woods School, Winnetka, Ill.; past general chairman, Elementary School Section, National Safety Council.

Rules of the Road for Bicycle Riders

Can you answer *YES* to these questions?

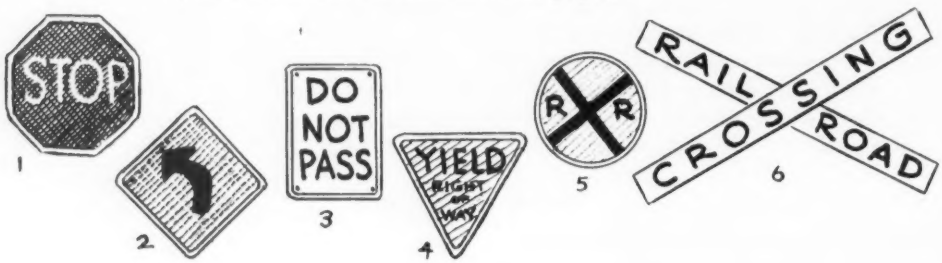
1. I ride on the right side of the street next to the curb.....*YES* or *NO*
2. I am careful never to ride another person on my bicycle.....*YES* or *NO*
3. I am careful not to do stunts or to act "smart".....*YES* or *NO*
4. I signal for turns and for stopping.....*YES* or *NO*
5. I watch out for others at all times.....*YES* or *NO*
6. I park my bike where others will not fall over it.....*YES* or *NO*

Know Your Signs

- There are two kinds of signs we should know.
- There are the signs we *see* that warn us of danger.
- There are signs we *make* that warn others.

The Signs We See:

Each of these signs tells something by its shape.
Do you know what that is? (What message is inside each?)
(Answers are at the bottom of the page.)



1. _____ 3. _____ 5. _____
2. _____ 4. _____ 6. _____

The Signs We Make:

Here are the signals we should make.
They warn others of what we are going to do.
They are the same for automobile drivers.
They mean *STOP, LEFT TURN, RIGHT TURN.* Which tells which?

1. _____ 2. _____ 3. _____

Answers to Signs We See:

1. Stop 2. Warning (Curve or Hill)
3. Warning (No Passing) 4. Yield Right of Way 5. Railroad Crossing 6. Also Railroad Crossing.

Answers to Signs We Make:

1. Left Turn 2. Right Turn 3. Stop

S-1654-A

junior high school safety lesson

Safety Careers

I want to say to you a word of thanks and appreciation for the work you do in preserving human values and human lives in this country. I can't imagine any more important work — any more challenging work — and I would truly like to be sufficiently eloquent to express the feelings of the American people to those of you who give their time and their effort and their substance to help our great country to be stronger and safer—who belong, in short, to the National Safety Council.

Eisenhower Speaks for Safety

An Important Growing Field

Yes, when the President of the United States takes time out from his busy schedule to address the National Safety Congress, you *know* safety is important. As the President said, "I can't imagine any more important work—" Safety is a field that offers limitless opportunities for satisfying careers.

Study this month's visual aid. Briefly discuss how you could do what it suggests. Reading tests that will give you some insight into safety careers are:

Comprehension, Word Attack, & Safety

Directions: Read the following information carefully then: 1. answer the questions on the next page and 2. try to define the words in italics in the following paragraphs. They will be listed, also, at the end of the assignment.

Are you aware that there is a constantly increasing demand for people who are skilled in safety? As our population increases, so do industries, transportation, and defense needs. With this tremendous increase of activity there is a *corresponding* increase of accident dangers. *Consequently,* there is a growing need for persons who have made safety their professional careers. This need is in terms of saving money, preserving health, saving lives and advancing our *technology.*

An example of the growing concern over safety is evidenced by the emphasis placed on safety programs by industry. A safety *consultant* at Mamaroneck, N. Y., said the following:

> **Every accident costs money—in damaged product, damaged equipment, interrupted production, *disrupted* schedule, etc. — and any accident can cause more than your entire safety program *expenditure.***

Published by the National Safety Council. Price $.28 each for 10 to 49 subscriptions; minimum order 10; lower prices for larger quantities; order by stock no. 461.01-3. Write the Council, membership department.

Prepared by Dr. Vincent McGuire, associate professor, Secondary Education, Department of Education, University of Florida, Gainesville, Florida.

In the armed services, safety is of *prime* importance as described by Vice Admiral Alfred C. Richmond, Commandant, U.S. Coast Guard:

> **Keeping a ship safe is only part of the battle. What is more important is the *human element*. The most safely designed, constructed, and equipped vessel in the world isn't going to be a good safety bet, if *manned* with unqualified, unsafe personnel. There can be no argument that skill and qualification for the job are fundamental *requisites* of safety.**

Yes, safety is everyone's job—and safety can be a career that will pay big *dividends* in many ways.

Comprehension

1. Why is there an increasing demand for safety experts? _____
2. Is it true that safety programs cost more than their worth? Why or why not? _____
3. Name four values or benefits of a good safety program. _____
4. What does Admiral Richmond say is more important than keeping a ship safe in terms of construction? _____
5. Is safety a job for just a few people? Why or why not? _____

Word Attack

Write a synonym or two for each of the following words — *as used in the paragraphs you just read.*

1. corresponding _____
2. consequently _____
3. technology _____
4. consultant _____
5. disrupted _____
6. expenditure _____
7. prime _____
8. element _____
9. manned _____
10. requisites _____

Answers:

Comprehension:

1. With the increase of industry, population, etc., there is a corresponding increase of accident dangers.
2. No. Accidents cost more money than a safety program.
3. A good safety program saves money and lives, preserves health, and advances our technology.
4. More important is the human element—the skill and qualifications the men possess to prevent accidents.
5. No. Safety is a job for everyone because accidents can happen to anyone.

Words:

Check your dictionaries for the correct meaning (there may be several) for each word.

Write for Information

You will find that letter writing is a skill that you will need and use throughout life. For example, many jobs are secured through good letters of application; often times a good letter makes the difference between being accepted or rejected for college; many products are sold through good sales letters. Improve your skill in letter writing *and* learn more about safety careers by following this procedure.

1. Discuss in class the various industries and institutions you could correspond with to get specific information about specific safety careers. Determine the best address to use through class discussion. For example, some letters might be addressed to the president of a company with a request to forward the letter to the official in charge of safety.
2. Before you write the letter think through all the things you want to know so that the receiver of the letter will understand what you want.
3. Write a letter of thanks after you have received the material.
4. After the class has received answers to all the letters, organize your material and have several classroom panels on the kinds of careers available in the field of safety.

March 1960

senior high school

safety lesson

S-1654-A

Safety Careers

As the students shown in this month's visual aid, you too are now at the stage of life when you ought to start thinking about the various careers you might choose. This lesson is designed to acquaint you with some of the numerous career opportunities in the field of safety. Listed below are several short descriptions of recent happenings in the general area of safety. In order to improve your ability to "read between the lines" and to interpret what you read *in terms of possible safety careers,* complete the following exercise.

Directions: List on a separate paper as many professions or occupations as you can that made *major* contributions to each of the following safety developments.

1. The Washington State Highway Commission has announced that a new type of fence has proved successful in helping to make night driving safer. Made of vertical strips of redwood laced with steel fencing, the fence is used down the middle dividers of the four-lane highway and blocks the glare from headlights of oncoming cars.

(Occupations) _____

2. The centrally controlled radio traffic control system in Washington, D. C., provides not only for the coordination and synchronization of traffic lights, but also for the automatic change of their cycles to meet demands of fluctuating traffic flow at various times of the day and week.

(Occupations) _____

3. One of the most efficient ways to check radiation exposures is by means of a new film badge service. People working with X-ray equipment or radioactive materials in nuclear laboratories wear a badge containing a film packet, which registers the amount of exposure to radiation. Films are developed weekly to make certain that individuals are not being over exposed by accumulating amounts of radiation.

(Occupations) _____

4. A new approach to protecting front seat occupants in front-end car collisions is a device that upon impact tilts the front seat to a 30 degree angle so that the driver and passengers are not thrown forward into the wheel, dashboard, or windshield.

Before

After

There are many more ideas that have been developed within recent years. Some of them are so simple that you may wonder why they weren't thought of sooner. But in safety, it doesn't matter whether something is simple or complex—the only thing that matters is whether or not it helps to prevent accidents. Such things as slots in medicine cabinets for old razor blades, guards over bicycle chains, and refrigerators that can be opened from the inside are simple yet highly effective safety devices. They just required a little thought.

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Prepared by Dr. Vincent McGuire, associate professor, Secondary Education, Department of Education, University of Florida, Gainesville, Florida.

Research For A Career

Various persons desire various careers for various reasons. Some of the most common reasons, however, for career choices are: interest in the job, a chance to help mankind, an opportunity to make sufficient money, and a feeling of prestige and recognition. A career in safety can include all these desirable features. To learn more about safety *and* to improve your reading, writing, speaking and listening, use the following procedure.

1. Through class discussion, compile a list of careers in safety.

2. Set a time to be devoted to reading the available information on the particular topic chosen by each student.

3. Order free or inexpensive materials to supplement the reading material in your school.

4. Locate a person in the safety career you have chosen, and write him a letter in order to obtain additional information.

5. If possible, arrange for an interview with a person who is making a career of the topic you have chosen.

6. Develop a file of pertinent materials taken from newspapers and magazines.

7. Find out what specialized training is required for the safety career chosen. If training beyond high school is required, then write letters to institutions of higher learning for additional data.

8. Obtain application blanks for colleges, schools or employment in the chosen safety field, and attempt to fill out the blank in order to learn what is required.

9. After seeing what general information is called for on the application forms, make a list of your qualifications and experience for future use.

10. Speakers representing various technical and vocational schools, colleges and universities that have safety training programs should be invited to speak to the class.

11. Make a list of new words—technical and otherwise—that you have found in your search for data.

12. Prepare and give an expository talk on your topic so that all class members may benefit from the findings of all students.

13. After the formal talk has been given, time should be allowed for the speaker to answer questions from the class. This may help the speaker in planning for securing additional data for his topic.

14. The material collected should be noted on 3x5 or 5x8 cards, indicating on each card the source of the data.

15. Using the aforementioned cards as guides, carefully outline a paper to be written.

16. Write a well-organized paper—using the proper form for footnotes and bibliography.

17. After your paper has been returned with suggestions by the teacher, make any necessary revisions. Then make a well-organized booklet of all your work. Include copies of letters you sent, samples of information received, summaries of class guest speakers, outlines of interviews, etc.

18. Place some of the booklets in display cases throughout the school with a suitable sign over the case—e.g. "Here are ideas for safety careers." (If you have an attractive display, take a picture of it and make a glossy print, send it to the Editor, SAFETY EDUCATION Magazine, National Safety Council, 425 N. Michigan Ave., Chicago 11, Ill., for possible inclusion in the magazine. Provide pertinent data with the picture.)

19. Find out from a local printer how much a simple binding would cost for one of the booklets. Then ask your teacher if she would select several and get permission from the principal and librarian to have them bound and placed in the library.

Remember, there are numerous kinds of safety careers. Industry is constantly searching for safer ways of doing things; the armed forces realizes that safety preserves manpower; traffic experts are constantly wrestling with the problem of reducing traffic accidents.

This is a wide-open field—look into it!

Are You A Safety Educator?

from page 25

A. Organization, administration and supervision of safety education
B. Methods and materials in safety education
C. First aid (instructors course)
D. Traffic laws and enforcement
E. Industrial safety
F. Traffic engineering
G. Organization, administration and supervision of pupil transportation
H. Audio-visual methods
I. Water safety and life saving

In addition, the above should be supplemented with courses in research methods, child psychology, adolescent psychology and guidance techniques.

For an educator to improve professionally, he must attempt to do so throughout the school year. Attendance at conferences directly concerned with safety education is one basic way to improvement. It would not be out of line to expect the safety educator to attend one state and one national safety conference each year. In addition he should attend all local and/or county safety conferences, workshops and institutes.

Professional membership in a number of safety organizations is another excellent way to attain professional status and lead the way to improvement. If you consider yourself a safety educator you should be affiliated with the National Safety Council (School and College Department), American Driver and Safety Education Association, the safety section of the American Association of Health, Physical Education and Recreation, your state driver and safety education association and all local safety groups.

In addition, one should also do extensive reading in the area of safety education; participate on and work with safety committees on the local and state level; and be willing to work with all local organizations interested in pro-

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moting safety activities on the local level.

It is important for the safety educator to keep up with recent changes and trends in the field of safety education. It is not enough to continue to utilize methods and subscribe to thinking put forth years ago. Methods and concepts in safety education change, as in other areas of the school's curriculum. Thus if the safety educator is to have an effective and attractive program he must be up to date and use methods which apply to the needs of his students today.

Many new safety education materials are developed each year. All safety educators should obtain copies of such materials, evaluate them and determine whether or not such materials will enhance their instructional program. There is no excuse for a person to utilize materials that are obsolete or inferior in quality. The individual intensely interested in educating for safe living will have up to date and quality materials.

Giving "Something Extra"

In view of the fact that we are educating elementary and secondary students for safe living, it is necessary for the safety educator to give something extra throughout the course of the year. It is not enough to just teach students.

We may define "giving something extra" as accepting the responsibility to do a superior job of teaching, as willingness to develop student safety activities that will touch every student in the school and willingness to serve on school safety committees. Other "extras" include the willingness to cooperate with organizations and agencies outside the school in the development of safety education activities; the willingness to serve as consultant to all other school personnel who are interested in safety activities for their individual classes, and the willingness to go out of his way at any time to develop interest in educating for safe living.

Rate Yourself

Following is a 10 point check list. Rate yourself and see if you are rated as a top-notch safety educator:

Yes	*No*	
		1. Do you have intense interest in safety education?
		2. Do you have a minimum of five semester hours background preparation in safety education?
		3. Do you read a minimum of one safety publication each month?
		4. Do you attend a minimum of two safety conferences each year?
		5. Are you associated with one or more of the recognized national safety organizations?
		6. Are you a member of the American Driver and Safety Education Association?
		7. Are you a member of your state driver and safety education association?
		8. Do you assist local organizations and agencies in the development of safety activities?
		9. Do you keep abreast of recent developments, including research, in the field of safety education?
		10. Do you periodically evaluate your professional status and attempt to improve in those areas where you fall short?

Score

9-10—A Top Notch Safety Educator
7-8 —A Fair Safety Educator
5-6 —You Have Possibilities
3-4 —Definite Improvement Needed
1-2 —Definitely Not a Safety Educator●

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1960 WHITE HOUSE CONFERENCE

"CHILDHOOD Accidents and Their Prevention," a National Safety Council document was developed for presentation at the Golden Anniversary White House Conference on Children and Youth.

The interdisciplinary report on the needs of children in the area of accident prevention was requested by the studies committee of the conference, and was prepared by educators and professional safety consultants at the Council. Harold Heldreth, coordinator of youth activities for the Council and liaison person between the Council and the White House Conference, will present the report.

Like the past six in the last 50 years, the Golden Anniversary Conference, March 27 to April 2, will be a representative meeting of citizens who share a deep concern and a willingness to work for the welfare of the nation's youth. Five hundred national organizations, about 7,000 delegates, will be striving toward the conference theme and focus: "Opportunities for children and youth to realize their full potential for creative life in freedom and dignity."

The program will make a two-pronged approach to consideration of the needs of children and youth—through examining environmental influences, "The World Around the Young," and through surveying the current scene from a personal and individual standpoint, "The Young in the World."

Eighteen concurrent forums on Monday, Tuesday and Wednesday will feature speakers focusing toward the day's theme—successively—"Surveying What We Know"; "Surveying What We Do" and "Blueprint for the Future." Following the forums, 210 workgroups will meet to deal with specific questions within the broader framework. Thursday and Friday proposed recommendations from these workgroups will be voted upon.

Accident prevention will undoubtedly play a prominent role in workgroups discussing environmental social conditions affecting the development of youth; health, welfare, housing and recreational situations which limit opportunities for children; youth at work; and obligations of voluntary community service.

Official participants nominated by state committees, national organizations and other sources have received their invitations. They have been honored—but also charged with a vital responsibility. As President Dwight D. Eisenhower said, "The rapidly changing times in which we live, and the increasingly fast pace of change, make it incumbent upon us to do everything we can to plan ahead and to see that we prepare today's children well for life in tomorrow's world."

Radioing, Writing and Reading

from page 27

problems to discuss during the follow-up. The follow-up suggestions, for example, include such items as: "Apply the topic to your own school and community through such questions as these: Is there a problem here that applies to us? What should we do about it? Is there a challenge to the patrol or school safety council?"

The original stories used on the "Safety Story" programs are not discarded—their life goes on. They are sent to the National Safety Council, where the best ones are selected for a 26 weeks' series, distributed on request nationally to radio and television stations. One report indicated that 600 complete sets of this series were prepared.

The Safety Lady has been portrayed by women radio and television personalities, Junior League members, members of PTA's, teachers and other safety-conscious women. If you don't have a Safety Lady in your town—maybe you'd like one. Write us or the Council and perhaps each city in the country can have its Lady●

Mail Box

Patrols' Responsibility

Moline, Ill.—The section, forum in print, in the February issue of SAFETY EDUCATION *(Protection Without Education?)* gave an interesting and thought provoking view of the value of school safety patrols. George Silverwood did a fine job in presenting the value of a well organized program in which the students direct other students but not vehicular traffic. This I believe is the basic concept of the duties of a school patrol as outlined by leaders in school safety.

On page 28 of this same issue, I am attracted by the very impressive picture of the safety patrol of the Chang Hung School of Korea. Could these crossing flags be used to direct vehicular traffic?

Ray Smith
Moline Public Schools

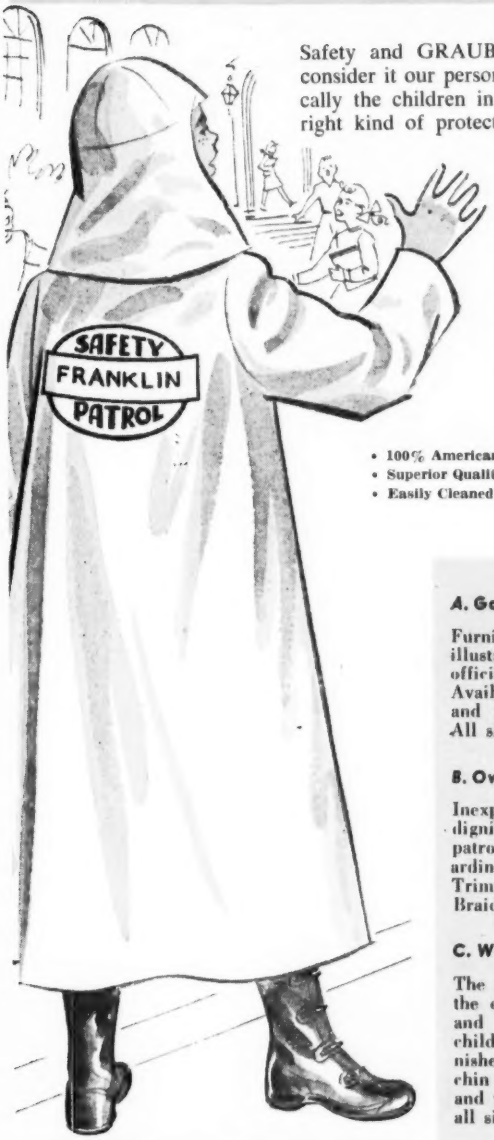
Ed note: We hope they aren't used to direct vehicular traffic. In fact, they shouldn't be used at all. The Policies and Practices for School Safety Patrols *states: "Patrols should not be charged with the responsibility of directing vehicular traffic, nor should they be allowed to direct it." Further, "While on duty, it is not advisable for patrol members to use any flags, signs or signals since it is not the function of patrol members to direct vehicular traffic."*

Coming in April Issue

April beckons back the birds, brings color to the northern states and sets baseball bats, skates, jumping ropes and fluffy cottons in motion. And teachers have to be prepared to handle the extra energy children seem to generate in warmer weather. Perhaps some of the features in the April SAFETY EDUCATION will provide a few new ideas:

- An article on baseball bats tells how accidents called "Struck by Bat" can be eliminated from school accident records.
- Spring house cleaning brings with it many types of safety inspections. Here's a safety check list for business machines in classes and offices.
- If your kiddies are allowed to bring their favorite pet to class—or have lessons dealing with live animals, an article on safety with animals can give you some helpful hints.
- The second to the last article in the correlation series will deal with safety in the chemical lab.
- The safety lessons for elementary children will discuss safe places for safe play; the secondary lessons cover teenage driving.
- A unique program for school fire drills assigns classes specific locations away from the school. This article explains how the school informs parents of these locations, how the children practice walking to their locations and the necessity for such a program in case of emergencies.
- A round-up of many teenage conferences held throughout the country. Giving specific organizational methods, this article is a compilation of ideas and techniques used by various cities, counties and states.
- The data sheet this month is an up-to-date revision of safety in the electrical shop.

Your Children's Safety is Our Business!



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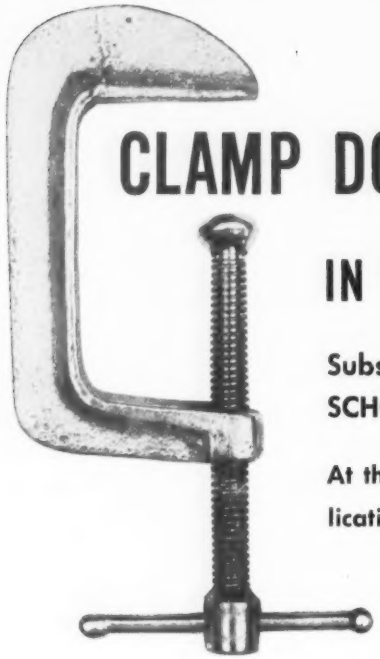

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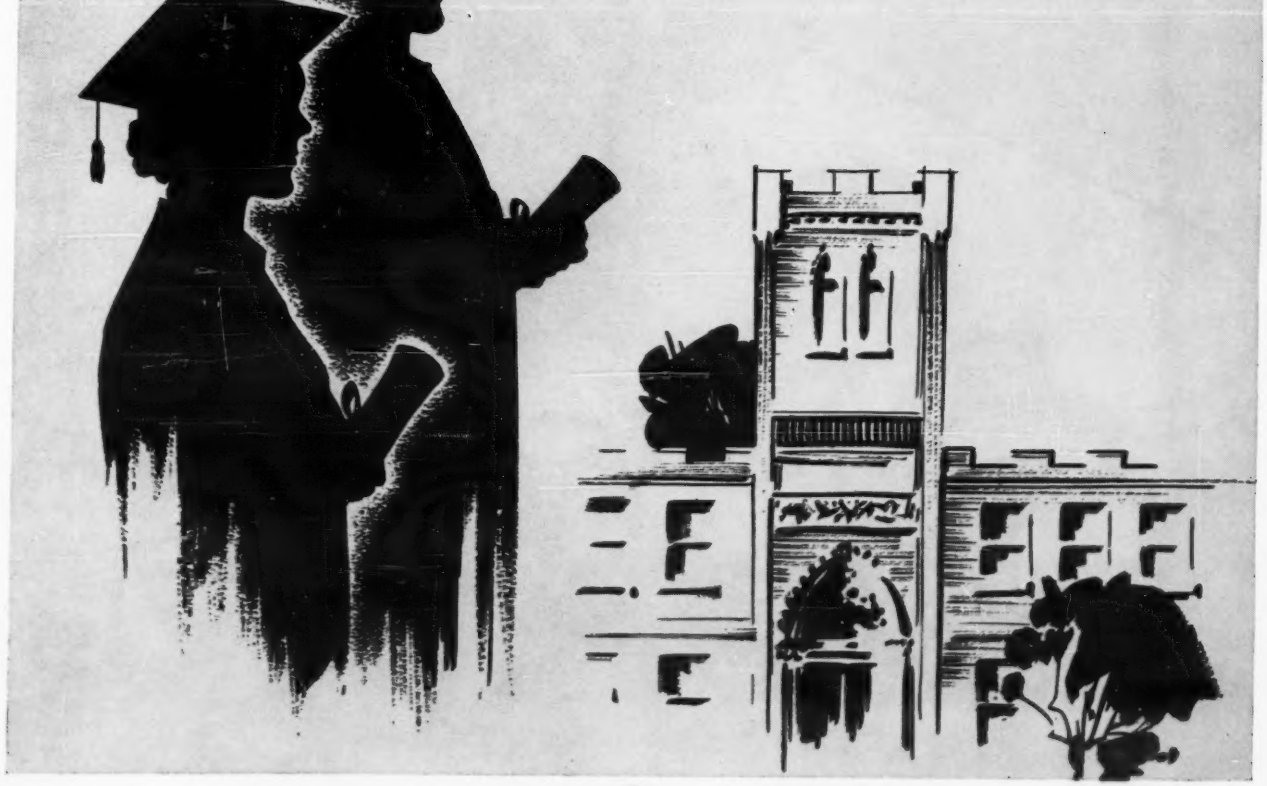
include SAFETY in your CAREER



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